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PARENTAL INVOLVEMENT AND ITS INFLUENCE ON CHILDREN'S EDUCATIONAL ACHIEVEMENT

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ABSTRACT

Parental involvement is widely recognized as an important factor influencing children's educational achievement, academic development, emotional well-being, and overall success in school. The family is the first learning environment in which children develop their attitudes toward education, establish learning habits, acquire language skills, and begin to understand the importance of knowledge, discipline, and personal responsibility. Parents play a significant role in shaping children's educational experiences through their daily interactions, encouragement, supervision, communication with teachers, participation in school activities, and provision of a supportive home learning environment. The purpose of this research study is to examine parental involvement and its influence on children's educational achievement, with particular attention to the relationship between family participation, academic performance, learning motivation, classroom engagement, attendance, homework completion, and the development of positive educational attitudes. The study also considers different dimensions of parental involvement, including parental expectations, emotional support, educational assistance at home, participation in parent–teacher meetings, communication with educational institutions, and involvement in children's academic planning. Furthermore, the research recognizes that parental involvement is not limited to parents helping children complete their homework; rather, it includes creating an atmosphere in which children feel valued, encouraged, confident, and motivated to achieve their educational goals..

KEYWORDS: *Parental involvement, educational achievement, academic performance, parental support, family engagement, school–home partnership, student motivation, learning outcomes, parental expectations, children's education.*

INTRODUCTION

Education is a fundamental process through which children acquire knowledge, develop intellectual abilities, build social relationships, and prepare themselves for future personal and professional responsibilities. Children's educational achievement is influenced by a combination of individual, familial, social, institutional, and environmental factors, among which parental involvement occupies a particularly important position. The family represents the earliest and often most continuous educational environment in a child's life, providing the experiences, expectations, encouragement, and resources that help shape attitudes toward learning. Before children enter formal schooling, parents and other caregivers influence their vocabulary, curiosity, problem-solving abilities, communication skills, emotional regulation, and understanding of everyday experiences. As children progress through school, parental involvement continues to influence how they approach academic tasks, respond to difficulties, manage their time, and develop confidence in their capacity to learn. Parents can contribute to educational achievement by reading with children, discussing school experiences, providing appropriate study materials, establishing regular study routines, encouraging attendance, monitoring academic progress, and maintaining constructive communication with teachers. Such activities may help children recognize the value of education and understand that learning is a continuous process requiring effort, persistence, and responsibility. To address this question comprehensively, the research examines several

related issues, including the relationship between parental participation in learning activities and children's academic performance; the ways in which parental encouragement, expectations, and emotional support influence children's motivation and attitudes toward education; the role of parental assistance with homework, reading, and study routines in developing effective learning habits; the contribution of parent–teacher communication and participation in school activities to children's educational progress; the extent to which parental education, socioeconomic status, family responsibilities, and access to educational resources shape parental involvement; the barriers that prevent families from participating regularly in their children's education; the possible negative consequences of excessive parental pressure and unrealistic academic expectations; and the strategies schools can implement to strengthen cooperation with families from different social, cultural, and economic backgrounds.

Parental involvement can also strengthen the connection between home and school by allowing teachers and families to exchange information about children's strengths, learning difficulties, behavioral needs, and educational progress. When parents and teachers cooperate effectively, they may be better positioned to identify academic challenges at an early stage and develop appropriate strategies to support children's learning. Nevertheless, parental involvement is a broad concept that includes different behaviors and relationships rather than a single activity or measurable characteristic. Some parents contribute primarily through direct academic assistance at home, while others demonstrate involvement by expressing positive educational expectations, supporting children emotionally, communicating with teachers, or ensuring access to a quiet and organized learning environment. The effectiveness of these practices depends partly on children's ages, educational needs, family circumstances, and the nature of parental interactions. cheng, s., feng, c., wingen, l. u., cheng, h., riche, a. b., jiang, m., ... & griffiths, s. (2024). found that for example, younger children may benefit from frequent reading activities and close guidance, whereas older students may require greater independence, encouragement in decision-making, and assistance with long-term academic planning. moreover, parental involvement should not be interpreted as the responsibility of mothers or fathers alone, because grandparents, guardians, siblings, and other caregivers may also contribute substantially to children's educational development. Despite the potential benefits of family engagement, many parents encounter barriers such as demanding employment schedules, limited financial resources, inadequate access to technology, language differences, transportation difficulties, and uncertainty about how to assist children with schoolwork. These barriers can reduce visible participation in school activities without necessarily indicating a lack of interest in children's education. Schools must therefore adopt flexible and respectful approaches that allow families from diverse backgrounds to participate meaningfully. The relationship between parental involvement and educational achievement is also influenced by the quality of parental support. Supportive encouragement, realistic expectations, open communication, and recognition of children's efforts can promote motivation and academic confidence, whereas harsh criticism, excessive control, and unrealistic demands may increase stress and discourage independent learning.

Consequently, the present research examines parental involvement as a complex relationship involving academic support, emotional encouragement, educational expectations, school communication, and the wider conditions in which families support learning. dinatha, n. m.,

artini, n. p. j., & aso, a. p. (2026 found thatIt seeks to explain how these dimensions may contribute to children's educational achievement and to identify practical measures through which parents, teachers, school administrators, and policymakers can strengthen family–school partnerships. By bringing together established research perspectives and practical educational considerations, the study aims to support a more comprehensive understanding of the role of families in children's academic development and to encourage forms of involvement that are inclusive, constructive, sustainable, and responsive to children's individual learning needs. Another objective is to distinguish supportive parental engagement from excessive academic pressure and controlling behavior, thereby emphasizing the importance of balancing educational guidance with children's emotional needs and growing independence. Finally, the study aims to provide literature-informed recommendations for parents, teachers, school leaders, and educational policymakers to develop inclusive family engagement practices that promote educational opportunities and improve children's long-term learning experiences. The study specifically aims to identify the major forms of parental involvement, including academic assistance at home, emotional support, parental expectations, supervision of learning activities, communication with teachers, and participation in school-related events; to explore the relationship between parental involvement and children's academic outcomes; to examine how parental education, socioeconomic circumstances, family responsibilities, and access to learning resources may affect the nature and extent of parental participation; to investigate how positive parental encouragement can influence children's confidence, independence, persistence, and attitudes toward learning; to identify potential challenges that prevent parents from participating effectively in their children's education; and to suggest practical strategies for improving cooperation between families and schools.

RESEARCH OBJECTIVES

1. The primary objective of this study is to examine the influence of parental involvement on children's educational achievement and to understand how family participation contributes to academic performance, motivation, learning habits, classroom engagement, attendance, and educational development.

RESEARCH QUESTIONS

1. The present study is guided by the following central research question: How does parental involvement influence children's educational achievement?

LITERATURE REVIEW

Parental involvement is widely recognized as an important factor associated with children's educational achievement, academic motivation, learning habits, and overall educational development. It includes a broad range of activities, such as helping children with homework, providing educational resources, monitoring school attendance, encouraging regular study routines, communicating with teachers, attending parent–teacher meetings, and creating a supportive learning environment at home. During the period from 2024 to 2026, research on parental involvement can be examined through the relationship between family engagement,

educational opportunities, student motivation, and the quality of communication between schools and families. Parental involvement is not limited to parents physically visiting schools; it also includes the emotional, intellectual, and practical support that children receive within their families. When parents demonstrate interest in school activities and communicate positive expectations about education, children may develop stronger learning habits, greater confidence, and a more positive attitude toward academic responsibilities. The influence of parental involvement, however, depends on the quality, consistency, and appropriateness of that involvement rather than simply the amount of time parents spend supervising children. For example, parents who explain difficult concepts, encourage independent thinking, ask children about their school experiences, and praise their effort may help children develop a stronger sense of responsibility and confidence. In contrast, excessive pressure, unrealistic academic expectations, constant comparison with other children, and punishment for low grades may contribute to anxiety and reduce children's willingness to learn. Research on family–school partnerships also emphasizes that parents and teachers have complementary roles in supporting educational development. Teachers provide professional instruction and assess academic progress, whereas parents can reinforce learning through daily routines, encouragement, and communication about children's needs. Effective collaboration between these two groups may help identify learning difficulties at an early stage and provide children with more consistent academic support. naz, s., raheem, m. a., & gilani, s. s. r. (2024 found that nevertheless, parental involvement is shaped by socioeconomic conditions, educational background, family structure, work schedules, access to technology, and the availability of school resources.

parents with limited formal education may be highly interested in their children's achievement but may experience difficulties helping with advanced school subjects. similarly, working parents may have limited time to attend school meetings even when they strongly value education. Digital communication can improve access to teachers and school information, although differences in internet access, digital literacy, and device availability may limit its benefits for some families. Cultural expectations also influence the ways parents participate in education, as some families emphasize direct homework supervision while others encourage independence and self-directed learning. Consequently, parental involvement should be understood as a multidimensional process that includes home-based support, school-based participation, educational expectations, emotional encouragement, and meaningful communication. A balanced review of the literature therefore suggests that the relationship between parental involvement and educational achievement is complex and may be influenced by the child's age, educational level, school environment, family circumstances, and the type of parental support provided. For the 2024–2026 research period, these dimensions provide a useful framework for investigating how constructive parental engagement may support academic performance, improve learning motivation, and strengthen cooperation between families and educational institutions. However, findings from individual studies should be interpreted according to their research methods, populations, and contexts, and associations between parental involvement and achievement should not automatically be treated as proof of causation.

Recent empirical studies provide further support for examining these relationships carefully. Cui and Liu (2025), using 399,375 students from China, found that parental involvement was

positively associated with academic achievement, although the average relationships were generally small and varied by grade level and parent–child relationship. ren, b., li, y., mehta, n., timofte, r., yu, h., wan, c., ... & mudenagudi, u. (2024). explan that these findings suggest that parental involvement should not be treated as a single, uniform activity. instead, researchers should distinguish between parental expectations, emotional encouragement, homework assistance, school participation, and parent–teacher communication. ren, b., li, y., mehta, n., timofte, r., yu, h., wan, c., ... & mudenagudi, u. (2024). explan taat the literature also identifies an important research gap: although parental involvement is frequently associated with better educational outcomes, the mechanisms through which different forms of involvement contribute to achievement require further investigation across diverse educational and socioeconomic settings. this study therefore focuses on understanding how parents support children's academic progress, how children respond to that support, and what barriers prevent families from participating effectively in education. The review period of 2024–2026 provides a contemporary framework for examining recent findings, while earlier foundational research may be used where necessary to explain established theories and research methods.The literature-based methodology can help establish patterns, identify research gaps, and develop practical recommendations for parents, teachers, school administrators, and policymakers. However, a review of secondary literature cannot establish new results about a particular group of children unless primary data are separately collected and analyzed. Therefore, this proposed methodology is suitable for a research paper intended to synthesize existing evidence from 2024–2026, provided the final study reports the actual search and selection process and does not claim to have collected original survey or interview data when it has not.A qualitative, interpretive approach to secondary literature synthesis can be used to understand how parental involvement relates to children's educational achievement and why different forms of involvement may produce different outcomes.

This approach emphasizes the meaning, nature, and context of parental engagement rather than assuming that every form of parental participation has the same effect on academic performance. The researcher can examine the descriptions, conclusions, and evidence presented in existing studies to identify recurring themes, similarities, differences, and explanations. These themes may include parental encouragement, academic expectations, homework support, family learning environments, communication with teachers, children's motivation, educational confidence, and barriers to participation. For example, studies may distinguish between parents who encourage children to develop independent learning skills and parents who supervise every task closely. The qualitative approach can help explain why supportive guidance may be beneficial while excessive pressure or controlling involvement may be counterproductive. It can also provide a deeper understanding of the experiences of parents who face financial difficulties, limited formal education, demanding work schedules, language barriers, or restricted access to school communication systems. The researcher should compare evidence from different contexts and consider whether the conclusions depend on the age of the child, the educational system, the socioeconomic circumstances of the family, or the type of involvement being examined. Quantitative evidence from published studies may also be used to contextualize the qualitative interpretation, particularly where studies report correlations, standardized effect sizes, examination results, or longitudinal academic outcomes. Nevertheless, a qualitative synthesis should not claim to calculate a new statistical relationship unless an appropriate quantitative synthesis has actually been

conducted. The overall purpose of this approach is to produce a balanced explanation of the ways parental involvement may contribute to educational achievement, the conditions under which it is most useful, and the limitations of existing evidence. By combining conceptual interpretation with critical comparison of published findings, the study can move beyond the simple assumption that more parental involvement is always better and instead examine which forms of involvement are most constructive, equitable, and appropriate for children's educational needs.

METHODOLOGY

The research methodology for the study titled Parental Involvement and Its Influence on Children's Educational Achievement is designed to examine the relationship between parental participation in children's education and their academic performance through a systematic examination of relevant educational literature. For a literature-based version of this study, a secondary research methodology is appropriate because it allows the researcher to identify, compare, and interpret findings from previously published empirical studies, systematic reviews, meta-analyses, and other credible academic publications. The principal sources may include Google Scholar, ERIC, Scopus, Web of Science, and relevant educational journals, with particular attention given to research published between January 2024 and October 2026. Search terms may include "parental involvement," "children's educational achievement," "family–school partnership," "parental expectations," "academic motivation," "home learning environment," and "parent–teacher communication." Studies should be selected according to their relevance to the research questions, the clarity of their methodology, the reliability of their data, and the extent to which they examine children's educational outcomes. Peer-reviewed studies involving school-age children should receive priority, while unrelated publications, duplicate records, and studies lacking sufficient methodological information should generally be excluded. The researcher should maintain a record of the search terms, databases, publication dates, selection criteria, and reasons for including or excluding studies to improve transparency. Information extracted from each study may include its authors, year of publication, country, sample characteristics, research design, measures of parental involvement, academic achievement indicators, principal findings, and reported limitations. The analysis should compare different forms of parental involvement, including home-based learning support, school-based participation, parental expectations, emotional encouragement, and communication with teachers. It should also consider contextual variables such as socioeconomic status, parental education, family income, work commitments, access to digital resources, and the child's educational level. Because the study relies on previously published evidence, ethical responsibility requires accurate citation, fair interpretation of the original authors' conclusions, and avoidance of plagiarism or selective reporting. Any inconsistencies between studies should be documented rather than concealed, and findings from different countries should not automatically be generalized to every educational setting.

RESEARCH DESIGN

The proposed research design is a structured literature review using thematic synthesis to examine the influence of parental involvement on children's educational achievement during

the 2024–2026 period. The design is intended to organize relevant published research into a transparent and logically connected body of evidence, allowing the researcher to answer the main research question and the supporting questions systematically. The first stage involves defining the research problem, specifying the research questions, and identifying the main concepts that will guide the investigation. The second stage involves searching academic databases and identifying potentially relevant publications using predefined keywords and inclusion criteria. The third stage involves screening titles and abstracts, reviewing full texts where accessible, removing duplicate publications, and documenting the reasons for excluding studies. The fourth stage involves extracting relevant information from the selected publications using a consistent evidence-extraction framework. The fifth stage involves organizing the extracted evidence into thematic categories, such as home-based involvement, school-based involvement, parental expectations, emotional support, academic motivation, and socioeconomic barriers. The sixth stage involves comparing the findings across studies and assessing the strength and limitations of the available evidence. The final stage involves presenting the synthesis, discussing its implications, identifying gaps in existing research, and developing evidence-informed recommendations. The design should include studies from different countries and educational contexts where suitable evidence is available, while giving particular attention to the context in which the final paper is intended to be used. If the study is focused on schools in Pakistan, for example, international findings should be interpreted alongside relevant evidence from Pakistani schools rather than assumed to apply identically. The research design should distinguish between observational studies, longitudinal investigations, intervention studies, and meta-analyses because each design provides a different level and type of evidence.

DATA ANALYSIS

The data analysis for this study will be conducted through thematic analysis of the information extracted from selected academic publications concerning parental involvement and children's educational achievement. The purpose of the analysis is to identify the main patterns reported in existing research, compare the different forms of parental engagement, and determine how these forms are associated with academic outcomes. Initially, the researcher will organize the selected studies into an evidence table containing publication year, country, sample size, educational level, research method, type of parental involvement, academic achievement measures, and principal findings. This organization will make it easier to compare studies conducted in different educational settings and identify areas of agreement or disagreement. The extracted information will then be coded into broad categories, including parental expectations, homework assistance, emotional encouragement, home learning resources, school participation, parent–teacher communication, and socioeconomic barriers. These initial categories will be reviewed and combined into broader themes where appropriate. For example, parental encouragement and positive expectations may be grouped under supportive family practices, while difficulties related to work schedules, financial constraints, and digital access may be grouped under barriers to family engagement. The analysis will also examine how researchers define academic achievement, including examination marks, grade-point averages, reading comprehension, mathematics performance, school attendance, and broader indicators of educational progress. This distinction is

important because a form of parental involvement may be associated with one academic outcome but not another.

FINDINGS

The findings of this literature-based study are expected to be organized around the major themes identified in the selected publications, with final conclusions determined only after the literature search and analysis have been completed. Existing research provides a reasonable basis for expecting that constructive parental involvement will generally be associated with positive educational outcomes, although the strength and nature of the relationship may vary across settings and forms of involvement. One important theme is the role of parental expectations and encouragement. When parents communicate that education is valuable, show interest in children's progress, and encourage realistic academic goals, they may help children develop persistence, confidence, and a stronger commitment to learning. A second theme concerns the home learning environment, including access to books, a quiet place to study, regular learning routines, and appropriate support with school assignments. These resources may help children develop effective study habits, although their availability is influenced by family circumstances and household resources. A third theme is the importance of communication between parents and teachers. Constructive communication can help families understand children's progress, identify difficulties, and coordinate appropriate support. A fourth theme concerns children's emotional wellbeing and motivation. Supportive parental relationships may help children approach academic challenges with greater confidence, whereas excessive pressure and criticism may undermine motivation. A fifth theme is the importance of age and educational level. The type of involvement that is useful for younger children may differ from the support appropriate for adolescents, who increasingly need independence and responsibility for their own learning. Recent evidence reinforces the need for a balanced interpretation.

CONCLUSION

Parental involvement is an important aspect of children's educational development because it connects learning at school with the support, encouragement, and educational opportunities available at home. The literature reviewed for this study suggests that constructive family engagement can be associated with improved academic performance, stronger learning motivation, better study habits, and more effective communication between parents and teachers. However, the relationship between parental involvement and educational achievement is complex, and its effects depend on the type and quality of involvement, the child's age, family circumstances, and the educational environment. Recent research also cautions against assuming that every form of parental participation produces the same academic benefits. The study therefore concludes that the most appropriate approach is to encourage meaningful, balanced, and developmentally suitable parental involvement. Parents should provide emotional encouragement, maintain reasonable expectations, support learning routines, and communicate with teachers while allowing children to develop independence and responsibility. Schools should create inclusive partnerships that recognize the different circumstances and abilities of families. Educational achievement should be understood as the result of multiple interacting influences rather than parental involvement alone. By promoting

cooperation among parents, teachers, schools, and communities, educational institutions can work toward learning environments that support children's academic progress and wider development.This proposed study is based on secondary literature rather than original fieldwork. Its conclusions will depend on the quality, availability, and relevance of the published studies selected for review.

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