



Linguistics

The Impact of Parental Involvement on Students' Academic Performance: A Case Study of Secondary Schools in Sri Lanka

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A B S T R A C T

Parental involvement in students' studies at the secondary level is crucial for children's academic success and future well-being. This study aims to explore how parental involvement impacts on the academic performance of their children both at home and school and investigate the relationship between parental involvement and students' academic performance. A total of sixty-eight parents of secondary school students participated in the questionnaire survey, with data being collected using the convenient sampling method. Pearson correlation coefficients and multiple regression analyses were employed to identify the relations between variables. The findings revealed that factors of parent involvement-, involving in the child's homework, discussing parents' expectations of the child, appreciating the child's achievements, creating a positive learning environment at home, and parent's relationship with the class teacher and with the other parents-have a strong relationship with students' academic performance. Conversely, findings also show that traditional forms of parental involvement, such as attending parent-teacher meetings and supporting extracurricular activities have no significant connection with academic achievement. The study concludes that a comprehensive approach to parental involvement- including direct support, relationship-building, and community connections- collectively contributes to improved academic performance for students. These findings point to the need for a network of socially supportive parents, which could improve children's entire academic experience.

INTRODUCTION

Education is a fundamental human right for every child because childhood education significantly impacts on their lives in various ways. It helps build self-confidence to face challenges, develops essential skills such as problem-solving, critical thinking, communication, and collaboration, and creates opportunities for future carries. Given the importance of education, many countries worldwide provide free education for children, recognizing it as a fundamental right. According to UNICEF, approximately one hundred and fifty countries offer free education, emphasizing that every child has the right to learn. However, free education provided by the government alone is insufficient to ensure that children receive the necessary education. Several factors must be considered to provide a quality education for all children, such as parent's education, family income (Maurin, 2002), number of siblings, safety at home, parent contribution, involvement and expectations in education, the quality of the instructions at school, and political and environmental aspects in the country. As Topor et al. (2010) argue, one of the most crucial

factors that determine the quality of education in a country is parental involvement in their children's education

Durisić & Bunijevac (2017) claim that three specific parental behaviors positively impact on children: creating an atmosphere conducive to learning at home, communicating strong but acceptable standards for success, and being involved in a child's education while schooling. As such, it is essential to maintain a conducive atmosphere at home for learning to encourage curiosity and study without distraction (Amposah et al., 2018). Moreover, it is important to establish strong communication between children and parents. This refers to how parents explain their expectations of academics to their children, which coincide with the children's desires as well (Hills & Tyson, 2009). Being involved in a child's education while they are still in school refers to how parents make commitments to their children's academics. Parents can be involved in school activities by developing good communication with teachers and other parents in various ways, such as attending parent-teacher meetings to discuss the child's progress and weaknesses contributing to making decisions regarding the child's academics at school, attending extracurricular activities such as school societies, functions, and sports clubs (Hills & Tyson, 2009).

For Gutman and Midgley (2000), primary students are more likely to see their parents engaged in their schoolwork, while secondary and upper school children tend to demonstrate more interest in working independently. However, parental involvement in academics for secondary school students can sometimes harm their education due to the physical and psychological changes they experience during this transitional period (Gutman & Midgley, 2000).

In the Sri Lankan school education context, there are two main exam-based competitive examinations: the GCE Ordinary Level and the GCE Advanced Level examinations. The GCE Ordinary Level examination is considered the basic qualification to qualify for the GCE Advanced Level examination. Since it is essential to pass the GCE advanced-level examination to obtain a Bachelor's degree and pursue higher education, qualifying for advanced-level from ordinary level examination is one of the most important challenges for students in Sri Lanka. As Sri Lanka offers free education to all children, despite the cost involved, the government allocates all the human and physical resources such as buildings, textbooks, teachers, and other academic and non-academic staff to cater to the needs of unprivileged students. Moreover, school staff, particularly teachers contribute and commit their best to ensure that their students are prepared for the examinations. On the other hand, parents also are responsible for leading and guiding their children toward academic achievements while balancing extra-curricular activities.

Even though every parent needs their child to succeed in school, not every parent has the same potential to contribute to it for various reasons. Given this background, it is crucial to identify the aspects of parental involvement that impact on the academic performance of their children both at home and school.

LITERATURE REVIEW

The Level of Education and Parental Involvement

Parental involvement can be described in various aspects such as helping with homework, actively participating in school activities, engaging academics with the child at home, and communicating with the school. Researchers have found that parents with higher educational qualifications tend to be more involved in their children's academic activities given various reasons, such as the capability of helping with homework and teaching new concepts, more awareness of the future educational path for the child, and positive attitude towards the importance of education than parents with lower educational level (Fan & Chen, 2001) who are highly unlikely to interact with teachers due to less self-confidence and language barriers (Naite, 2021). Especially, parents with low or no formal education are hesitant to participate in various school discussions and activities relating to subject matters, because they believe they require certain knowledge and skills to engage in those discussions (Baeck, 2010). As indicated earlier, parents with higher educational degrees demonstrate significantly higher frequent involvement at school by engaging in school activities and communicating with teachers often to discuss their child's academic progress and issues, higher level of parent-child educational discussions at home, and higher educational expectations for their children (Fan & Chen, 2001). As Holloway et al. (2013) claim, mothers

with higher educational levels have higher expectations for their children, a more positive perception of the school, and spend money on their children's extracurricular activities. Conversely, the father's educational level does not significantly impact parental support while the mother's educational level does. Also, children whose mothers have tertiary educational levels are more supportive than others in Sri Lanka (Careemdeen & Awang, 2022). On the contrary, Nyarko, (2011) revealed in their research study that parent's educational level does not significantly impact on their children's education in Ghana.

Although parents' educational levels can influence their involvement, it is important to recognize that all parents care seriously about their children's success regardless of education. Schools can play a critical role by providing resources, training, and support to empower all parents to be active participants in their children's education

Impact of Parent's Occupation and Income on Students' Academic Performance

Two of the most important demographic variables that affect parents' involvement in their children's studies are the parent's occupation and total household income. The investigation of Nyarko, (2011) concluded that parents' occupation and income broadly impact on children's education performance. In Ghana, even though parents work full time and have low economic status, the majority of parents make sufficient time from their busy schedule of occupation to spend time with their children to help with their school work. This initiative can support children to work well in class exercises and homework (Nyarko, (2011). However, Naite (2021) found in his research that parents' income does not significantly impact parental involvement in their children's academics. Parental educational support for their children significantly differs based on the father's and mother's income level. This means that as Careemdeen and Awang (2022) claim, parents with lower incomes are less supportive of their children's education whereas parents with higher incomes are more supportive

The family background highly affects children's education from elementary school on, as socioeconomic status is related to the economy of the family. When a family has a higher economic status, the parents are capable of providing various facilities for their children's education than the parents with a lower income (Lyu et al. 2019). For instance, Hispanic/Latino and African American children show less academic achievement than European American children given less social and cultural capital which results in less frequent communication with the school, less encouragement, and a low educational environment at home (Lee & Bowen, 2006).

Geographical Factors and Parental Involvement

There is strong evidence in the literature to indicate that parents' geographical location can also significantly impact a student's academic performance. Parents' beliefs and expectations of their children's academics depend on the country or area they live. According to the study by Lyu et al. (2019), the USA and Germany do not demonstrate a strong relationship between the geographical locations of parents and students' academic performance as in China. The educational system in China is highly differentiated based on structural factors like urbanization and rural development. A considerable number of students in urban areas in China are likely to achieve better academic performance than those in rural areas, whereas the USA and Germany have no considerable impact of structural factors on the education system. As Ates (2021) claims, there is no significant difference in the relationship between academic achievement and parental involvement across different geographical regions such as Asia, Europe, Africa, and America. Parents who live in less central areas frequently engage in formalized home-school cooperation, in comparison with parents who live in suburbs in Norway (Baeck, 2010).

According to the study by Cai (2003), Chinese parents in urban localities show higher rates of monitoring children than US parents whereas the US parents provide more resources and content advice compared to Chinese parents. European American parents in both remote and suburbs are more focused on involving school activities than helping to manage children's time at home compared to Hispanic/Latino and African American parents (Cai, 2003). However, educational expectations and the level of helping with homework are the same for all three regional parents. Another important finding is the parent-child educational discussion at home is positively correlated with children's academic achievements in European Americans, however, that negatively correlated in Hispanic/Latino and African Americans

(Lee & Bowen, 2006).

Impact of Gender and Family Structure on Parental Involvement

Parental involvement in children's academic activities depends on the gender of the parent as well. Since most mothers are housewives, they typically spend more time with their children and are more involved in and supportive of their children's school work compared to fathers. According to the study by Careemdeen and Awang (2022), the father's educational level does not significantly impact on parental support while the mother's educational level does. Additionally, children whose mothers have tertiary educational levels are more supportive than fathers in Sri Lanka (Careemdeen & Awang, 2022). In Norway, most mothers participate in parent-teacher meetings as women play an important role in taking care of children in their culture whereas there is no difference between father and mother involvement in other school work such as voluntary work, parent's communities, and extra work in schools (Baeck, 2010).

The family structure also directly impacts on parental involvement in their children's academic performance. Especially, in single-parent families, parental involvement tends to be lower compared to two-parent families. For instance, Georgiou (2007) revealed that children of single mothers show low levels of academic achievement for reading and mathematics skills compared to children who live in two-parent households. According to these authors, this may be due the less time spent with children economic issues, household responsibilities, and greater residential mobility. Moreover, the study has found that children of divorced parents and remarried parents indicate less academic performance than other children. For Nyarko, (2011) as the size of a family increases, parental involvement tends to decrease. Parents face increased responsibilities with more children in the family, leaving less time and resources to dedicate to each child's education, except in families with higher incomes.

Empirical Studies on Parental Involvement in Children's Academic Performance

The literature provides strong evidence that parental involvement is one of the most crucial factors affecting students' academic performance. Parents can support their children in various ways, such as assisting with learning subject matter and homework, providing encouragement, fulfilling physical and mental needs, communicating with teachers, and participating in school extracurricular activities.

As Lara and Saracosti (2019) indicate, when parents are responsible and show a higher level of participation in their children's school work at home and school-whether through the invitation from the children, the teacher, or the school management- they tend to achieve higher academic success compared to those with less involved parents. Naite (2021) also revealed that when parents are highly involved in their children's academics, they perform better than students with less involved parents. Similarly, a study by Topor et al. (2010) concluded that there is a strong correlation between parental participation and higher academic performance as assessed by standardized achievement tests and teacher evaluations. According to these authors, parental engagement also affects academic achievement, beyond a child's intellectual ability.

Research demonstrates that different forms of parental involvement may have contrasting effects on student outcomes. When parental involvement is measured as a direct engagement with children's homework, parental involvement, and student academic performance are negatively correlated or indicate a weak relationship. On the other hand, when parental involvement is defined in terms of the expectations parents have for their children's academic successes there is a strong positive relationship between parental involvement and student academic performance (Wilder, 2014). Furthermore, African research on vulnerable African-American students' academic performance during the transition period from elementary school to middle school is strongly affected by their academic self-efficacy- a student's belief in their own ability to succeed academically- but not by parental involvement, teacher support, or feelings of school belonging (Gutman & Midgley, 2000). Amposah et al.'s (2018) investigation which examined the relationship between parental involvement and the academic performance of high school students also revealed that academic performance is improved when parents are involved in their children's education by allocating time for their homework, creating a positive learning atmosphere at home, encouraging their children, and setting high but reasonable expectations.

Since parental involvement can be described in different ways, Hills and Tyson (2009) conducted a study to find which type of parental involvement significantly affects students' achievements. According to the study, supporting students' understanding of the academic goals, objectives, and performance, along with effectively communicating the expectations for parental involvement, and providing effective strategies for academic success are strongly positively correlated with students' academic performance. Besides, helping, supervising, and examining homework does not positively correlate with student's achievements. Also, the relationship with the school such as attending parent-teacher meetings, participating in school activities and functions, and contributing to the school is moderately correlated with student achievements (Hills & Tyson, 2009). In contrast, Hoover-Dempsey et al., (2001) concluded that parental involvement in children's homework, through assisting and monitoring, influences children to achieve higher academic success. An interesting suggestion they made is that parents can enhance the effectiveness of their involvement in children's homework by receiving relevant guidance from teachers. This guidance helps parents understand the appropriate degree to which they should be involved in homework and how they can best support their children.

Furthermore, parental involvement is significantly important for children's mathematics skills and problem-solving skills, and this influence is recognized both in the United States and the People's Republic of China. Moreover, students' problem-solving skills are supported by parents' indirect involvement such as motivating and monitoring than direct involvement such as advising content (Cai, 2003). Parental involvement does not influence only the children's academic performance but also their attitudes and behavior which can help them perform well in school as an overall successful child (Cook, 2021). In particular, parents and school management need to communicate collaboratively to ensure the effectiveness of parental involvement. However, beyond the consequence of parental involvement, poverty, race/ethnicity have a significant impact on children's academic achievements (Lee & Bowen, 2006). Also, the relationship between parental involvement and children's academic performance differs according to the school level, such as elementary level, secondary level, or upper-level school.

In general, the research validates that there is a significantly positive relationship between parental involvement and children's academic performance, whereas a few studies revealed that parental involvement does not significantly impact on children's academic performance. Given this background, exploring how parental involvement impacts on the academic performance of their children both at home and school and investigating the relationship between parental involvement and students' academic performance in the Sri Lankan context are crucial for understanding the local educational dynamics.

METHODS

The current study investigates the relationship between parental involvement and the academic performance of secondary school students in Sri Lanka. The participants for the study were parents of children aged between twelve and sixteen years. These ages are considered the critical period in a student's academic career, during which parental involvement considerably influences educational outcomes. Sixty-eight parents were selected for the study using the convenience sampling method. This non-probability sampling method is suitable for the current investigation given its practicality in reaching participants available within the researcher's networks. Since the study also attempts to examine relationships rather than generalizing findings to the entire population the convenience sampling method is appropriate for this study.

Data was collected online through a questionnaire created by Microsoft Forms. The online format was employed as it ensures parents' participation despite their busy schedules. The questionnaire consisted of sections that addressed demographic factors, aspects of parental involvement, and questions relating to students' academic performance. The design of the online questionnaire confirmed the simplicity and relevance of the study's objectives. Personal identifiers such as names or email addresses were not collected to protect participants' anonymity and privacy. Moreover, participation was voluntary, and parents were allowed to ignore any questions they were uncomfortable with.

A descriptive analysis was carried out to recognize each demographic factor of parents who participated as respondents which encompassed the factors: age, educational background, employment status, and

involvement in their child's education. Pearson correlation was used to identify the relationships between each variable and the direction of the correlation between parental involvement variables. In addition, the multiple regression forward selection method was employed to determine the relationship between parental involvement in various aspects and student's academic performance. This statistical analysis was used to explore the aspects of parental involvement that demonstrate the most substantial impact on academic performance. This approach could uncover the strongest predictors while excluding less impactful factors. This comprehensive research methodology validated that the study was undertaken scientifically ensuring participants' confidentiality and vigorous statistical analysis to reach meaningful insights

RESULT AND DISCUSSION

Descriptive Analysis

According to the descriptive frequency analyses of the parent's age, of the sixty respondents of the study, the majority of the parents are above 50 years and a considerable number of the parents are between 41 years to 50 years old. Notably, more than 80% of the parents who participated in the survey are mothers. In the Sri Lankan household context, mothers can draw adequate attention to their children's activities and spend more time with them compared to fathers. This is mainly because most mothers work as housewives or are self-employed while fathers work full-time. As per the descriptive statistics, most participants have attained only a secondary level of education, while a small proportion of parents hold a Master's or PhD degree. Conversely, all the parents who participated in the survey have received school education. The research sample consists of children from two-parent households, with only a minority belonging to single-parent households. The majority of the parents who participated in the survey have moderate house income and a small proportion have very low income. Moreover, a noticeable proportion of parents also have higher family income. Twenty-two of the parents who participated in the survey belong to remote areas while the majority of parents live in urban localities. This means that most parents who participated in the survey can provide at least the basic requirements for their children's education such as a school, school books, and safety. The mean number of siblings for a child is 1.24 and most families have two children. The mean number of adults per family is 2.35 and most families have only two adults at home while a few have more than 4 adults. Also, a considerable percentage of families have only one adult at home.

Contribution of a Comprehensive Approach to Parental Involvement for Improved Academic Performance

Table 1 illustrates a correlation matrix examining the relationships between various aspects of parental involvement and students' academic performance. The study explores 8 key variables, such as attending parent-teacher meetings, helping with homework, discussing parental expectations, appreciating achievements, creating a supportive home environment, supporting extracurricular activities, and fostering relationships with teachers and other parents.

Table 1: Correlation between Parental Involvement and Students' Academic Performance

		1	2	3	4	5	6	7	8	9
1	Attending parent-teacher meetings	1								
2	Involvement in the child's homework	.843**	1							
3	Discussing parents' expectations with the child	.783**	.839**	1						
4	Appreciating the child's achievements	.783**	.839**	1.000**	1					
5	Creating a positive learning environment at home	.781**	.804**	.767**	.767**	1				

6	Supporting the child in school extra activities	.769**	.794**	.751**	.751**	.948**	1			
7	Parent's relationship with the class teacher	.783**	.839**	1.000**	1.000**	.767**	.751**	1		
8	Parent's relationship with the other parents	.808**	.857**	.815**	.815**	.793**	.789**	.815**	1	
9	Students' academic performances	.885**	.923**	.885**	.885**	.889**	.874**	.885**	.894**	1

With a coefficient of .923, the strongest association is reported between “Students’ academic performances” (variable 9) and “Involvement in the child’s homework” (variable 2). This indicates that better academic achievement is closely linked to parental involvement in homework. Strong correlations between academic performance and other measures, such as “Parent’s relationship with other parents” (.894) and “Appreciating the child’s achievements” (.885), underscore the significance of both community-oriented parental engagement and direct academic support. Moreover, potential redundancy is indicated by some factors that reveal perfect or almost perfect correlations. For instance, there is a perfect correlation (1.000**) between “Parent’s relationship with the class teacher” (variable 7), “Appreciating the child’s accomplishments” (variable 4), and “Discussing parents’ expectations of the child” (variable 3). This suggests that parents who are concerned about expectations are also more likely to value their child’s accomplishments and keep a strong association with the teacher. These activities might be integral to each other in shaping a supportive academic environment. The high inter-correlation (.948) between “Supporting the child in school extra activities” (variable 6) and “Creating a positive learning environment at home” (variable 5) demonstrates that parents who promote a positive home environment are also likely to support extracurricular involvement, thereby promoting a well-rounded development approach.

There is a moderate to high correlation between participation in extra activities and relationships with teachers and other parents. This suggests that parents who are actively interested in these relationships are also probably actively involved in discussions about expectations, homework, and accomplishment acknowledgment. This interconnectedness emphasizes the need for a network of socially supportive parents, which could improve children’s entire academic experience. Every component of parental participation is advantageous, as seen by the strong positive connections that all of the characteristics have with academic achievement. However, the particularly high correlation of direct academic support (such as involvement in homework and appreciating achievements) suggests that these activities may have the most substantial impact. In general, this analysis highlights that a comprehensive approach to parental involvement—including direct support, relationship-building, and community connections—collectively contributes to improved academic performance for students.

Importance of Relationship-building within the School Community to Academic Support at Home

An overview of a regression analysis evaluating the influence of several parental engagement factors on children’s academic performance is revealed in this ANOVA table. The model’s Significance (Sig.) value of .000, which is highly statistically significant ($p < .001$), indicates that children’s academic achievement is substantially influenced by the combination of parental involvement factors in the model. Moreover, the model explains most of the variance in students’ academic performance, according to the big Regression Sum of Squares compared to the Residual Sum of Squares. This illustrates that the factors relating to parental engagement have a significant impact on academic result prediction. At 185.830, the F-value is quite high. A p-value of .000 and an F-statistic of this size strongly suggest that the variables collectively account for a substantial percentage of the variance in academic achievement. The substantial difference between the values- the Mean Square for the regression 5030.290 and the Mean Square for the residuals, 27.069- indicates that the predictors significantly enhance the model’s explanatory power compared to the unexplained variance (residual).

Table 2: The Results of a Regression Analysis

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30181.738	6	5030.290	185.830	.000 ^b
	Residual	1651.226	61	27.069		
	Total	31832.964	67			
a. Dependent Variable: Students' Academic Performance						
b. Predictors: (Constant): Relationship with other parents, Supporting the children in school extra activities, Relationship with the class teacher, Attending parent-teacher meetings, Involvement in the child's homework, Creating a positive learning environment at home						

Overall, from relationship-building within the school community to academic support at home, these variables reflect a wide range of parental engagement activities. Their combined importance in the model emphasizes how multifaceted successful parental participation is. In order to improve parental involvement in a variety of ways and support overall student performance, this could direct educational practices and policies.

The Most Effective Ways for Enhancing a Child's Academic Performance

Table 3 demonstrates the coefficients for each predictor in a multiple regression model that examines how various facets of parental participation impact on children's academic performance. Parental involvement in homework has a favorable effect on academic achievement, as explained by the statistical significance ($p < .05$) of parental involvement in homework ($B = 3.341$, $Beta = .180$, $p = .026$). A one-unit increase in homework involvement is associated with a 3.341 increase in academic performance. Conversing with the child about the expectations of their parents is another important predictor that has a high, positive influence ($B = 5.852$, $Beta = .314$, $p = .032$). This variable has one of the higher Betas, showing it as an influential factor in academic outcomes. Appreciating the child's accomplishments also has a considerable beneficial influence and is very significant ($p < .001$) ($B = 4.851$, $Beta = .274$, $p = .000$). This factor appears to play a crucial role, with a one-unit increase associated with a 4.851 increase in academic performance. Moreover, creating a positive learning environment at home ($B = 4.846$, $Beta = .269$, $p = .008$) is a significant variable that emphasizes the importance of a supportive home environment. The positive effect and statistical significance of the parent-parent interaction ($B = 2.603$, $Beta = .142$, $p = .020$) indicate that social involvement with other parents improves academic performance, most likely through advice, shared resources, or a network of support.

Interestingly, the variable of attending parent-teacher meetings ($B = -3.361$, $Beta = -.185$, $p = .219$) has a negative coefficient and is not statistically significant, indicating that academic achievement may not be directly impacted by meeting attendance alone. Supporting the child in school extra activities ($B = .676$, $Beta = .039$, $p = .673$) and Parent's relationship with the class teacher ($B = .626$, $Beta = .035$, $p = .664$) are not statistically significant predictors in this model. This phenomenon shows that these factors, while constructive for other areas of a child's development, may not directly influence academic performance.

The analysis indicates that fostering a supportive and appreciative environment at home, clearly discussing academic expectations, and engaging in homework are the most impactful ways parents can enhance their child's academic performance. Social relationships, particularly with other parents, also play a positive role, though less directly than home-based support and encouragement. Conversely, attendance at parent-teacher meetings and support in extracurricular activities, while potentially beneficial for overall development, appear less directly related to academic success in this model.

Contribution of Positive Home Environment and Supporting School-related Activities to Student Performance

Table 3: The Coefficients for Each Predictor in a Multiple Regression Model

Coefficients ^a						
Model	B	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Std. Error	Beta			
1	(Constant)	-.308	2.133		-.145	.886
	Attending parent-teacher meetings	-3.361	2.702	-.185	-1.244	.219
	Involvement in the child's home-work	3.341	1.462	.180	2.285	.026
	Discussing parents' expectations with the child	5.852	2.659	.314	2.201	.032
	Appreciating the child's achievements	4.851	1.221	.274	3.974	.000
	Creating a positive learning environment at home	4.846	1.769	.269	2.739	.008
	Supporting the child in school extra activities	.676	1.595	.039	.424	.673
	Parent's relationship with the class teacher	.626	1.434	.035	.437	.664
	Parent's relationship with the other parents	2.603	1.088	.142	2.393	.020
	a. Dependent Variable: Students' Academic performance					

Table 4 illustrates the Model Summary for a regression analysis that indicates the impact of diverse parental involvement factors on students' academic performance. The R-value of .774 demonstrates a strong positive correlation between the combination of parental involvement factors and students' academic performance. This high correlation shows that, overall, these determinants can enhance academic performance to a considerable extent. In addition, the model explains R Square of .748, which demonstrates approximately 74.8% of the variance in students' academic performance. This strong result indicates that the model's predictors cooperatively offer significant explanatory power for academic outcomes.

Table 4: Model Summary for Regression Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.774 ^a	.748	.743	4.20281
a. Predictors: (Constant). The relationship with other parents. Supporting children in school extra activities. The relationship between other parents and class teachers. Attending parent-teacher meetings. Involvement in the child's homework. Positive learning environment at home				

This model effectively presents the relationship between parental involvement facets and students' academic performance. The high R Square and Adjusted R Square values indicate that the model covers a significant portion of the variance in academic performance, confirming the significance of these parental involvement variables. The predictors mutually create a strong basis for understanding academic outcomes, indicating that approaches encouraging parental engagement—particularly in creating a conducive home environment and supporting school-related activities—could meaningfully contribute to students' success.

The current study aims to identify how parental involvement impacts on the academic performance

of their children both at home and school and examine the relationship between parental involvement and students' academic performance. The relationship between parental involvement and student's academic performance was identified through various aspects of parental involvement. These aspects include attending parent-teacher meetings, parental engagement in the child's homework, discussing the parent's academic expectations with children, appreciating the child's achievements, creating a conducive learning environment at home, and parent's relationship with the class teacher and with the other parents-

The results of this analysis stress the significant role of parental involvement in enriching students' academic performance. Each component of parental participation- from providing direct academic support to developing relationships within the school community- has been positively connected to academic achievement. This emphasizes how the multifaceted nature of effective parental engagement could facilitate student success. The substantial correlation reported for activities connected to direct academic support, for instance, assisting with homework and recognizing achievements, underscores the significant influence of these actions on enhancing children's academic performance. This finding strongly aligns with the previous investigations that emphasize the implications of parents' engagement in their children's education at home, leading to meaningful academic performance, improved self-esteem, and self-concept (Amposah et al., 2018), however, does not support the findings of Hills and Tyson (2009) and Cai (2003). Most importantly, creating a supportive and appreciative environment at home is one of the most vital insights identified from the study. This encompasses fostering clear academic expectations, developing endurance, and celebrating achievements, which can establish a better atmosphere for learning. Such an environment can support children to nurture a sense of responsibility and instrumental motivation which are essential for academic success. In other words, this phenomenon can grow children's sense of accountability and additional reinforcement facilitating them to comprehend and internalize academic concepts more effectively. The study further exposes that social relationships of parents, particularly networks with other parents, positively support students' academic performance, although the impacts are less direct than home-based support. These associations help share educational resources, perceptions, and mutual reinforcement, thus, meaningfully creating a supportive community around the student. This finding underscores the broader benefits of parental engagement within the school community, where parents' involvement in school events, discussions, and supporting network systems can cooperatively improve the academic environment.

Conversely, findings also show that traditional forms of parental involvement, such as attending parent-teacher meetings and supporting extracurricular activities have no significant connection with academic achievement. This outcome particularly contrasts with the claims made by Hills and Tyson (2009). Although these activities heighten the student's overall development and well-being, their contribution to academic success is insignificant. This means that this nature of involvement is highly likely to reinforce the parent-school connection and offer emotional and social benefits, nevertheless, their influence on academic outcomes is not as important as home-based academic support. The high R Square and Adjusted R Square values validate that a substantial percentage of the variance in academic performance can be explained by the selected predictors. This finding stresses the significance of each variable and indicates that the study has effectively captured the association between the aspects of parental involvement and academic success.

CONCLUSION

The current study emphasizes the importance of an extensive approach to parental engagement, including direct academic support, fostering social relationships, and active engagement in the school community. Motivating parents to develop a supportive home environment and participate in school-connected activities can lead to remarkable improvements in student's performance. This balanced model of parental involvement underscores the value of each aspect of engagement, while emphasizing the importance of their collective impact for a strong foundation for student success.

When creating a positive learning environment at home, parents should prioritize not only the physical necessities but also the psychological well-being of their children especially, the home environment should be calm and safe, free from distractions such as loud noises, family conflicts, and excessive use of social

media. Additionally, parents are recommended to appreciate and reward their children to encourage them to study at home. Another recommendation for parents is to foster a safe and learning-based environment within the community. Despite rural or urban areas, parents can communicate and collaborate to build a supportive household environment that benefits all the children in the community. Creating such a positive learning environment in society not only enhances students' academic performance but also develops social skills and indirectly contributes to the overall development of the country. Furthermore, as secondary school-level students' academic performance is positively impacted by parental engagement in school extra-curricular activities such as participating in children's school events and functions parents are recommended to actively engage in these activities by contributing their valuable time to support their children's skills development and to encourage them to be involved in school activities. Parents are also encouraged to take on leadership roles within the school community, provide financial support when needed, and offer guidance and advice when working as a team. In addition, principals and teachers are also recommended to encourage parents to participate in school activities by offering volunteering positions, communicating effectively, and appreciating parents' contributions. Parental involvement in extra-curricular activities benefits children to build strong relationships with parents, peers, and teachers, which is beneficial for their mental well-being.

Besides, as the relationship between students' academic performance and parental engagement in homework is positive at the secondary school level parents should have a direct involvement in their children's homework. This means that parents should motivate their children to complete their homework independently by showing parents appreciation for their efforts. Parents should also foster a strong relationship with their children, thereby encouraging children to make inquiries and seek clarifications when needed. Since students in the considered age group are transitioning from childhood to adulthood, they are more likely to seek independence, make decisions, take on responsibilities, and explore new interests. Hence, parents have a significant responsibility to guide their children along the right path, helping them focus on their studies and engage in school extra-curricular activities. Also, building trust is crucial, as it allows parents to understand the challenges their children face and the problems they may experience. Even though children may prefer to make their own decisions, parents should provide support by staying attentive and observant in the background. In addition, there is a need for creating parent networks and social connections. In particular, schools can take responsibility for creating opportunities for parents to connect with others via parent-teacher associations, community development activities and online platforms. This phenomenon can support parents in sharing resources, experiences, and strategies for assisting their children's learning developing a sense of community and shared responsibility for students' achievements. Moreover, schools can create certain devices to observe and assess diverse aspects of parental involvement enabling them to identify the most influential types of engagement within their own communities. By gathering regular data from parents while examining the academic performance of students, school management can customize parental engagement effectively to enrich student achievements. Overall, educational institutions along with these recommendations can develop a more inclusive and facilitative learning environment that ensures favorable impacts of parental involvement on academic achievement. In other words, home-based support, effective communication and parental networking can establish sustainable progress in students' academic and personal development.

The insights gained by this analysis provide valuable perspectives for educational practices, policy development, and family engagement strategies that can effectively be utilized for improving parental involvement and students' academic outcomes. Given this background, schools can consider conducting programmes that focus on strategies for effective home-based academic support, strengthening parents' role in their child's education. Future studies can be conducted to examine specific interventions that may enrich parental engagement in their children's education at home and recognize long-term impacts on students' performance across various age groups and academic disciplines.

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