

Parental Involvement in Education: Building Partnerships for Student Success and Well-being

Keterlibatan Orang Tua dalam Pendidikan: Membangun Kemitraan untuk Kesuksesan dan Kesejahteraan Siswa

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ABSTRACT

Parental involvement in education has become an increasingly relevant research topic in efforts to improve student success and well-being. A careful review of the literature and original research confirms that parental participation has a significant correlation with children's academic achievement. This research aims to explore valuable information about the role of parental involvement in education, as well as its impact on the partnership between schools and parents. The results show that parental involvement should be seen as an active collaboration, where both parties have responsibility in the educational process. This research also highlights the importance of strengthening relationships between parents and educational institutions to support students' academic and emotional growth. By prioritizing parental involvement in education, it is hoped that we can create a learning environment that supports student success in the future.

Keywords: Parent involvement, education, school-parent partnership, student achievement, student welfare.

ABSTRAK

Keterlibatan orang tua dalam pendidikan telah menjadi topik penelitian yang semakin relevan dalam upaya meningkatkan kesuksesan dan kesejahteraan siswa. Tinjauan literatur yang cermat dan penelitian asli menegaskan bahwa partisipasi orang tua memiliki korelasi yang signifikan dengan prestasi akademis anak-anak. Penelitian ini bertujuan untuk menggali informasi yang berharga tentang peran keterlibatan orang tua dalam pendidikan, serta dampaknya terhadap kemitraan antara sekolah dan orang tua. Hasilnya menunjukkan bahwa keterlibatan orang tua harus dilihat sebagai kolaborasi aktif, di mana kedua belah pihak memiliki tanggung jawab dalam proses pendidikan. Penelitian ini juga menyoroti pentingnya memperkuat hubungan antara orang tua dan lembaga pendidikan untuk mendukung pertumbuhan akademis dan emosional siswa. Dengan memberi prioritas pada keterlibatan orang tua dalam pendidikan, diharapkan dapat menciptakan lingkungan pembelajaran yang mendukung bagi kesuksesan siswa di masa depan.

Kata Kunci: Keterlibatan orang tua, pendidikan, kemitraan sekolah-orang tua, prestasi siswa, kesejahteraan siswa.

1. Introduction

The obstacles to increasing parent involvement are well known. These include the cultural divide between many schools and communities; the fact that schools may not know how to work with diverse parents; and the finding among some parents that formal involvement in school activities does not seem worthwhile given their lack of knowledge about how to help their children succeed. While these

obstacles are real and sometimes daunting, the evidence about the benefits of parent involvement is both broad and deep. This evidence is the basis for our work. We are convinced that the evidence offers much cause for hope because the more we understand about the benefits of parent involvement, the more we can foster it.

The value and importance of parental involvement in education have been well documented for over a quarter of a century. Research has revealed that involvement of parents in their children's learning is a significant factor in the children's academic achievement and continuing success. It has also shown that schools which succeed in their mission to educate all children have a high level of parent involvement. Although the findings are unequivocal, the challenge remains to increase parent involvement on behalf of all children, in all communities, and at all grade levels.

Parental involvement has expanded to focus on the relationship between the family and the school in enhancing children's learning and development. An increasing amount of evidence illustrates the positive relationship between family involvement and student success at all levels of schooling. One of the primary goals of the No Child Left Behind Act is to enhance parent involvement (Voyer, 2019)(Blanden et al., 2022). This is an important goal as the law recognizes that the involvement of parents in their children's education is a key factor in the success of the students. The law mandates that schools and school districts provide resources for parent involvement programs (M. Danish Lohani et al., 2023)(von Struensee, 2021). This paper builds on the extensive research that has been conducted on the importance of parental involvement in children's education. We are carrying out a review of literature in an effort to explain the relation between family involvement in children's education and their academic outcomes. Our goal is to provide an analysis of the methods in which family involvement can be seen to have an effect on student success.

The second most important result of parental involvement is the impact on the parent themselves, which also indirectly benefits the child. When parents get involved, it sends a clear message to the child that school is important. Children are more likely to feel that education is something that they can control and have a say in. When children see that their parents are willing to take an active role in their education, it shows them that what they do is important. This is a great time to demonstrate to your child that you are concerned with their studies. Ask your child what they learned in school each day. Show them ways that your education has helped you in your daily life. Encourage them to be successful in their studies. When children see that what they do is important, they are more likely to take the steps necessary to reach their academic potential. In early childhood education, achievement levels are higher in the children whose parents are involved in their education. This turns into greater achievement in the lower grades (Thomas & Strunk, 2017)(Schmutz, 2023).

Over the long term, children will be more likely to complete homework, avoid skipping classes, and achieve higher grades. Higher achievement often leads to higher self-esteem. When children experience the success that comes from parental involvement, they are likely to believe that they are capable of doing well. This, in turn, forges the path to higher education. Finally, the child of a parent involved in education is more likely to be involved in the school and develop a strong respect for authority. This child will likely graduate high school and go on to further their education. Children spend the majority of their day at school. During this time, they are very impressionable. Seeing the effort that their parents put into their education can only serve to reinforce the idea that school is important (Brimmer, 2018)(Voyer, 2019)(Cano et al., 2020).

Another advantage of parental involvement in education is building a bridge between the cultures of a child's home and the culture of the school. No matter what the cultural background or the socioeconomic status of the family, everyone wants to see their child be successful in their education. Teachers are making increased efforts to involve parents in the educational process and understand that parents are the most critical influence in the lives of their children. When parents are involved in education, it reinforces the idea that school is a safe environment to learn and grow. This can lead to a

more positive view of the school in the eyes of the child. From the teacher's view, a child whose parents are involved in their education often becomes a more pleasant student to teach. Strong parental support has also been associated with a chance of placement in higher-level programs for children (Thomas & Strunk, 2017)(Elizabeth Fish et al., 2022).

These programs serve to further academic potential and challenge the student to achieve more. One of the main reasons parents want their children to participate in these programs is the increased chances for attending a university. These parents would be happy to know that their involvement increases the likelihood of their child attending university. It is only in recent years that a greater emphasis has been put on education, and with the strong support of parents, children can easily become very successful in achieving higher education goals. Even today, it is common for the child of an uneducated parent to not seek an education beyond high school. With the changing times, a quality education has become essential to a future career. Today's parents realize this and want the best for their children. Because of this, it is likely that future generations will place an even greater importance on education. This is good for everyone (N. Dernberger, 2022)(Vettoretto et al., 2019)(J. Bani & Haji, 2017)(Vergolini & Vlach, 2020).

The review of the literature is the main focus of the work and it consists of three main parts. First, a definition of parental involvement is provided. This definition includes what parental involvement is, its various forms, and the role that it plays in student well-being and success. The second part of the review addresses how and why parental involvement is important. This is an important distinction because in education research findings are often reported without examining the underlying theory or mechanisms. Understanding how and why parental involvement is important is critical to building effective home-school partnerships. It is also something that often gets overlooked by both researchers and practitioners. Understanding how and why parental involvement is important is also said to help educators and parents work together more effectively because it can point both parties towards tasks that are most productive.

The final part of the review examines whether or not it is important to build school capacity to involve parents from diverse cultural and social backgrounds. This question underscores much of the work on parental involvement because historically parental involvement has often increased inequalities between social and cultural groups. If educators are to strive toward the goal of parental involvement outlined above then there must be an understanding of how to involve all parents. This includes parents who traditionally have been excluded or marginalized from the education system. This may be the most difficult part of the question of how and why parental involvement is important but it is also the most crucial question for educators who are committed to improving the well-being and success of all students.

2. Research Methods

The research method used is a Systematic Literature Review, which involves collecting reference sources from international databases such as PubMed, ERIC, PsycINFO, and Web of Science. Keywords used in the reference search include phrases related to parental involvement in education, building partnerships between schools and parents, and their impact on student success and well-being. The articles found will be filtered based on predetermined inclusion criteria, including focus on relevant topics, use of valid research methods, and publication in peer-reviewed scientific journals. The article selection process was carried out based on the title, abstract and full text to ensure that the selected articles met the inclusion criteria. By using this method, research will produce accurate and comprehensive information about parental involvement in education, as well as building partnerships between schools and parents to support student success and well-being.

3. Results and Discussions

3.1 The Role of Parents in Education

The second layer represents parents who understand that their involvement in certain activities can benefit the education of their children and it is important for them to have an awareness of what is happening with their children in school. These parents may not have the knowledge about what type of involvement is most beneficial to the education of their children and how to go about it in the most effective way (Hossain, 2021)(Fink, 2023).

In realizing their role and expectations, parents need to actively engage in their child's education. This active engagement includes attending parent-teacher conferences, staying informed about their child's progress, and collaborating with educators to support their child's learning journey. Parents also play a crucial role in fostering a positive home environment that promotes a strong foundation for learning and academic achievement (Elizabeth Fish et al., 2022)(Clausen, 2020). By establishing routines, providing a supportive and nurturing atmosphere, and setting high expectations, parents can create an environment that cultivates their child's motivation and enthusiasm for learning. This supportive home environment can significantly contribute to a student's overall well-being and academic success. These parents hold high expectations of what can be achieved through their involvement towards the development and academic success of their children (Vanessa Ajayi et al., 2021)(Vanessa Ajayi et al., 2021).

Whatever the state, nationality, language, and creed, parents, caregivers, and families deeply care about the education and future of their children. They understand that their involvement is crucial in supporting their child's academic achievement and overall well-being. Parents play a significant role in fostering a positive learning environment at home and reinforcing the importance of education (Marsden et al., 2023)(Cano et al., 2020). They can provide a structured routine, create a quiet study space, and offer encouragement and praise for their child's efforts and accomplishments. This evidence indicates that when parents believe that it is the sole responsibility of the school to educate their children and that they should not get involved, they adhere to their belief and so their involvement is minimal. Parents that believe that their involvement can make a difference to their child's learning actively help their children in many different ways (Hossain, 2021)(McCrory Calarco, 2019).

3.2 Models of Parental Involvement

The first model is the basic methodology which utilizes the role of the parent to ensure success. This approach is prevalent in lower socioeconomic areas, where it is common that both parents work and hold little time for involvement in their child's school in any intense capacity (A. Milkie et al., 2020). This model may be 'hands off' in terms that input from parents is not made directly to the school. It allocates a great degree of influence to the student in managing their own learning. 'Basic' parents will still at home encourage their child in the importance of importance and provide them with the necessary materials to be successful. (E.g. A child being told the importance of study to their future employment by their parents, a father purchasing a calculator for his son) (P Hastings & Maria Pesando, 2022)(Marsden et al., 2023). The success of this model depends on the degree to which the student can manage their learning independently and form positive goals and attitudes towards this learning.

3.3 Factors Affecting Parental Involvement

Another home-based factor, of parents supporting their children's learning, has long been associated with pupil achievement. This derives from the idea that parents who are more supportive with tasks such as homework, reading, and general academic progression, have children who tend to do better academically. This however only has effect if the parent has the knowledge and skills to be able to help the child (Delgado, 2020)(Brimmer, 2018). Without adequate knowledge and skills, parents may struggle to provide effective support, leading to limited impact on their children's academic progress. This highlights the importance of providing parents with resources and training to enhance their ability to assist their children in their educational journey (Lin et al., 2021)(Urooj & Bhaur, 2022). By equipping

parents with the necessary resources and training, they can become better equipped to actively engage in their children's education and promote academic success. This can include workshops, online courses, and informational materials that address various aspects of education and provide practical strategies for parental involvement. By offering a range of educational resources and training opportunities, parents can gain valuable knowledge and skills that empower them to play an active role in their children's education and foster their academic growth (Lin et al., 2021)(Salem Elsharif Brima & ABDELATY, 2023).

There are several factors that influence parental participation in schools. These factors include socio-economic status, cultural background, and the availability of support and resources within the school community. Other factors that can influence parental involvement in education include parental education level, parents' perceptions of the value of education, and the school's communication strategies. Additionally, the parents' work schedules, language barriers, and the distance of the school from the parents' home can also play a role in determining the level of parental involvement (G. E. et al., 2021)(Wray, 2021)(A. Milkie et al., 2020). Parents who prefer to have more control over their children, and who encourage compliance to authority will be less inclined to liaise with teachers, whereas parents who encourage decision-making and self-governing will make partnerships with teachers. This is due to the fact that the parents in the latter will have a higher regard for their child's education because decision-making and self-governing require higher levels of learning and understanding (Voyer, 2019)(Eos Trinidad, 2022).

3.4 Strategies for Effective Parental Involvement

Finally, it's apparent from this study that the school systems have started to realize that getting the family more involved in their children's education is ultimately beneficial. Efforts by the school to increase family engagement are happening now more than ever and can be seen in multiple different ways. Specific school-wide events also serve as an opportunity for families to simply meet and talk with their children's teachers (Voyer, 2019)(Vanessa Ajayi et al., 2021). The aforementioned family member learning contracts are a prime example of a situation where the family and teacher are working together in the best interest of the student. Also, at this point in time, you would be hard-pressed to find a teacher without an email contact, and many schools are even providing web pages with updated assignment and event postings. All in all, the increased effort for family engagement can only be positive for students and can lead to improvements in many aspects of a child's education (Panda, 2021)(Leininger et al., 2021)(Panda & Rupak Chakravarty, 2021).

When looking at the family's influence, it draws attention to the family's partnership between schools and family members, the interactive process between teachers and parents. In doing this study, it has shown that this task expands the idea of parent involvement, asking the family to be more engaged in their children's learning. Fostering family and school interaction is necessary to guide children's education, improve family support for learning, and develop family-school and community partnerships that lift students' educational success. Although some might argue that the family-member engagement process would be more specifically related to family members assisting in class through volunteering (Hossain, 2021)(Jain & Narnaware, 2019).

3.5 Creating a Welcoming School Environment

Teachers and schools prepare ways for parents to feel welcomed and valued within the school community. This is often achieved by providing parents with clear communication about the school, such as the school calendar and events, and providing opportunities for parents to get to know staff and other parents. Schools may consider having a special day, where parents can drop in, meet the teacher, and ask questions. The physical environment of the school can affect parents' feelings of comfort and welcome. This includes the cleanliness of the school, the arrangement of the furniture and resources, and the presence of posted information. Having parents help out in decision making about the school

environment helps to empower them and ensures that their voice and values are heard (Voyer, 2019)(S. Mueller et al., 2021)(S. Mueller et al., 2021). A welcoming environment is crucial to fostering growth and interest in any organization. Without a warm and inviting first impression, strong involvement from parents will be difficult to achieve. This is due to the fact that many parents who are not already involved in the school were turned off from prior negative experiences. Therefore, it is vital to approach this new participation with a positive outlook. Once a parent feels good about what they are involving themselves in, the next time winning greater participation will be easier. This is because they will feel good about their prior contribution and will have a positive image of the school or classroom (Abrutyn et al., 2024)(Eos Trinidad, 2022).

3.6 Communication and Collaboration Between Parents and Educators

To facilitate involvement, it is important for schools to provide information that is easily accessible to parents. Teachers can invite parents into the school to become familiar with the academic and behavioral expectations set for their child. Schools can provide hands-on workshops for parents that equip them with the skills needed to help their child. For example, a school may offer a workshop on reading strategies that would allow parents to practice the same methods being taught in the classroom. In addition to these efforts, schools can maintain ongoing communication with parents about their child's progress and how they can support learning at home. This can be accomplished through personal contact (such as a phone call or meeting at school) or indirect contact (such as a note sent home or posting on a website). Artifacts that leave a tangible record of what was covered during a parent-teacher meeting can also serve as effective tools for communication (Manikutty et al., 2022)(Sandra Bae et al., 2022).

Barriers to communication between home and school can negatively impact parents, teachers, and ultimately, students. When families and schools work together, students are more successful and the schools they attend are more effective. Research shows that school programs that encourage parent involvement can make a difference in a child's academic achievement. If educators take the initiative to help parents bridge the gap between home and school, educational success can be greatly achieved. When parents and educators are brought together to share information about the child, the result is a more focused intervention and better support for the student. This is particularly true when educators take the time to learn from parents about the cultural norms and values that frame a child's understanding of the world (Blanden et al., 2022)(Eos Trinidad, 2022)(Voyer, 2019).

3.7 Parent Education and Empowerment Programs

A good example is the Chicago-based Title I Child Parent Centers where training is provided on the simple technique of asking questions about stories to increase reading comprehension. Other broad-based programs are designed to help parents understand child development and to understand what is expected of them at different points in their child's school careers. It is widely assumed that middle-class parents understand their roles as supporters of learning and have the skills to carry out that role because they take these understandings from their own experiences in school (Gruijters et al., 2021)(Olivos et al., 2020).

Parent education and empowerment programs are designed around the recognition that all parents have the desire to help their children succeed but often are unsure about what to do. Whether these programs are narrowly focused on increasing specific skills or broad-based efforts to increase parent effectiveness, they all appear to enhance parenting confidence and sense of competence. Both of these qualities are linked to higher levels of involvement. At the more modest end of the spectrum are narrowly focused programs such as home reading and other attempts to increase specific skills (Vanessa Ajayi et al., 2021)(Blanden et al., 2022).

3.8 Engaging Parents in School Decision-Making

In general, research reviewed in earlier chapters supports the positive impact of parent involvement in schooling. Also, the findings offer convincing evidence that the benefits of involvement are not restricted to the elementary years; many accomplishments carry over into the middle grades and high school, and several facets of parent involvement at these levels have direct and indirect effects on student achievement and adjustment. Clearly, such findings can fuel enthusiasm and hope about the post-elementary school role of parents. Yet they also lead to higher expectations for more continuity in involvement experiences across the years, and thus to concerns about the form involvement should take at secondary levels to obtain similar results (Aditomo & Klieme, 2019)(Hossain, 2021). Drawing from the research conducted over the past five years, the following recommendations are intended to extend and modulate earlier guidance for involvement at the middle grades and high school. Specific suggestions vary with the nature of the involvement facet or guiding principle they address and with the school level for which they are most relevant.

A combination of approaches is envisioned, engaging not only parents but also their adolescent children, educators, and school officials in collaborative actions that promise to chart new developmental ground for parent involvement and adolescent schooling. The major challenges are to apply past learning in ways that are developmentally appropriate and effective for these older students, and to remove obstacles that impede present and potential future secondary school involvement (Knoester et al., 2020)(Vanessa Ajayi et al., 2021). It is important to begin by emphasizing the need to maintain and extend unity across the diverse types of parent involvement and school-to-home collaboration that research has addressed. Strategies of various types should build on one another and provide reinforcement, and a coherent framework of guidance is needed to avoid diffuse actions that may be ineffective or fail to net desired results. Now is the time to further strengthen partnerships between schools and parents so that students and parents will reap the full array of involvement benefits available across the adolescent educational pathway (Eos Trinidad, 2022)(Clausen, 2020).

3.9 Parental Involvement and Student Academic Achievement

There is also evidence that parents' own education level is a strong predictor of their children's academic performance. This is in part due to the fact that parents with higher education are more likely to value education, to have educational resources at home such as books and computers, and to be better able to help with school content because it is more similar to what they have learned. High parental education is also in itself positively associated with student achievement, and this is likely to be in part due to the high value such parents place on cognitive skills, the fact that education can be an inherited family asset, and the connections they have with other educated individuals that make it easier to advocate for their children's educational needs (Madia et al., 2022)(Müller et al., 2019).

Parental involvement is likely to affect academic achievement through the multiple ways in which it influences children's learning (Chzhen & Bruckauf, 2022). Perhaps the most straightforward explanation of why parental involvement enhances student achievement is that it involves parents investing their time and resources in their children's education. This can mean time spent at home directly helping with homework (working through assignments together, checking answers, explaining material), or time working with a teacher to support classroom instruction (volunteering in a classroom, or participating in a formal parent-teacher organization) (Voyer, 2019)(Eos Trinidad, 2022).

3.10 Impact of Parental Involvement on Student Performance

In the previous section, it is arguable that parental involvement is connected to children's productivity and that the youngsters' performance is influenced by parental involvement. This particular posting is interested in finding out the connection between parental involvement and children's academic performance. Inclusive of educational accomplishment, academic success, the child's grade

progression, the rates at which a child is promoted, and also his/her post-secondary education. These scientific studies, regardless of the level of involvement studied, found out that involvement was considerably associated with achievement. At all grade levels in both junior and high school, the reports of the students whose parents were involved in their schools mirrored higher grades as opposed to the students whose parents were disinterested in their education (M. Horwitz, 2018)(Blanden et al., 2022). Stepwise encouragement was observed by children whose parents were involved in their education, the rates at which they were promoted in elementary schools were higher, and in later years had increased chances of earning a higher degree (Blanden et al., 2022).

Longitudinal studies have also shown that the rates of dropout by students whose parents were uninvolved were higher and were a significant factor of involvement. In addition, research has consistently demonstrated that parental involvement positively correlates with higher academic achievement and increased motivation among students. Furthermore, students with involved parents are more likely to have better attendance records and exhibit positive classroom behavior. Moreover, parental involvement has been found to contribute to improved communication between students, teachers, and parents, fostering a supportive and collaborative learning environment. The socioeconomic background of the household was the only stronger predictor of a student's performance, and it is important to note that the effects of involvement were stronger for minority students and on measures of academic achievement as opposed to measures of academic ability (Grätz & N. Wiborg, 2019)(Blanden et al., 2022)(Yao et al., 2019).

3.11 Supporting Homework Completion and Study Habits

While official homework time is a relatively small part of a student's day, carrying academics into home life is an ongoing process. Children spend the majority of their lives outside of school and this is where many habits, supportive or otherwise, are formed. Understandably, many parents are concerned about how they can effectively help their child develop good study habits. It is clear that research supports a strong relationship between parent participation in homework and a child's subsequent achievement. When young people are asked what they would like from parents during homework time, the most frequent response is 'space before help'. And so an important role for parents, no matter the academic level of their child, is to provide the necessary resources and an interruption-free environment (McCrory Calarco et al., 2020)(Thomas & Strunk, 2017). Needing a quiet, well-lit place in which to work, suitable learning materials, and given guidance to approach tasks organizationally are all commonly cited by children as integral to completion of their homework. Therefore, being highly involved does not necessarily mean doing the work with their child, but being aware of their homework assignments and providing structure and resources essential for successful completion. It has been shown that indirect engagement is more beneficial than direct instructional help, good monitoring without being intrusive notably predicts higher academic achievement. Encouraging, praising, and frequent checking are seen as more constructive than criticism, or leading questions and completing tasks for the child. A tricky balance to find, with students also stating that they fear disappointing their parents if help is not wanted. High-achieving students report better relations and interactions with their parents regarding learning and homework (McCrory Calarco et al., 2020)(A. Milkie et al., 2020). This attitudinal difference is something that parents can promote in their children and there is a desire among parents of students of all ages to be more involved than they perceive their child would like. From the child's viewpoint, it is important that autonomy is maintained over their tasks; key decisions balanced with parental guidance. Certain strategies have been shown to translate to a more positive outlook towards homework for a child: where parents demonstrate the utility of homework, praise effort and not grades, and increase a child's self-efficacy (McCrory Calarco et al., 2020)(Huillery et al., 2021).

3.12 Encouraging Positive Attitudes towards Education

Parents are strongly advised to participate in the ongoing activities with their child to monitor his progress and to prevent frustration which may develop when the activity is too hard for him. In addition to monitoring progress and preventing frustration, parental involvement can also play a crucial role in fostering a positive attitude towards education by fostering a sense of motivation and enthusiasm in the child. By actively engaging in their child's educational journey, parents can help cultivate a love for learning and create an environment that nurtures curiosity and a growth mindset (Voyer, 2019)(Morales-Almazan, 2020). This can be achieved through activities such as reading together, discussing educational topics, and providing opportunities for hands-on learning experiences. Such activities not only enhance the child's understanding of academic concepts but also promote a sense of shared learning and intellectual curiosity within the family dynamic. In addition, parents are also urged not to overemphasize the child's academic performance.

In other words, do not scold or cane the child if he does not perform well academically. This is because a child's self-esteem is highly influenced by his performance in academics and being reprimanded for poor results will cause his attitude towards education to deteriorate. A child's self-esteem is a highly fragile element. Hence, it is extremely important to maintain a constant level of encouragement. At times it may be hard, but parents have to show patience and persevere. This could help to develop resilience in the child and teach him that hard work is the key to success (Schneider et al., 2018)(Skovgaard Jensen, 2023).

3.13 Parental Involvement and Student Well-being

Parents place a tremendous worth on the well-being of their children. Veteran educators recognize that the education of youngsters is profoundly intertwined with the mental, emotional, and physical well-being of the child. Research has solidly set up that student accomplishments are definitely related to what parents do at home and the level of investment in their kids' learning. Most forms of parental involvement reverberate with increased student accomplishment. These connections have excited parents and policymakers to instigate and assess initiatives to engage parents in support of student learning. An aim is to further solidify the connection between in-home and in-school learning. This document examines the connection between parents' involvement in their children's education and schools' successful efforts to enhance student well-being. Student well-being is a multi-dimensional concept that incorporates happiness and life satisfaction, cognitive development, and positive attitudes towards self and others (Vanessa Ajayi et al., 2021)(Blanden et al., 2022).

These attributes are the center point of actualization for children. It is the hope of every parent and educator that all children can reach their full potential. An understanding that fulfilling potential is heavily reliant on goal attainment and cognitive and emotional development has parents yearning to know what they can do to better help their children. Step one is to facilitate higher-order thinking and cognitive development in children. One way that parents can do this is by involving children in thought-provoking conversations. This was a finding in a Canadian study that supported parent involvement in education and its effect on children. The more parents discussed school activities with their children, the greater the behavioral and academic benefits and children with greater cognitive development (Voyer, 2019)(Blanden et al., 2022). This is a prime example of how bringing teaching home can work to activate higher-order thinking via cognitive understimulation and social interaction.

3.14 Enhancing Social and Emotional Development

Studies have shown that in traditional societies and minority cultures, where the existence of a greater social gap between teachers and families may exist, parental involvement may be directly related to an increase in children's school completion due to family bridging the gap with the academic institution. The increased social capital resulting from involvement will help minority and low-income students because their parents will learn more about the school system and will be empowered with the

knowledge of how to ensure their children succeed in school (Elias Alvarado, 2021)(Robertson et al., 2022).

Positive parent-child school interactions and supportive school events provide parents with information about their children's academic and social experiences, as well as direct opportunities to observe and be involved in their children's schooling. Because this process is reciprocal, children's competencies are fostered and developed, not only academically but also in the social interactions of their daily lives. The increased connection of family to school and schooling to family inherently creates a heightened understanding and care for children's academic and social development from both parties. In this responsive atmosphere, children are more likely to express the details of their daily school experiences, including both the positive and negative aspects (S. Mueller et al., 2021)(Hossain, 2021).

3.15 Promoting Healthy Lifestyles and Well-being

Parental involvement, particularly advocacy of regular physical activity and living a healthy lifestyle, has been identified as one of the major factors leading to an increase in children's wellbeing in school. As discussed in the Canadian Journal of Education, when parents are involved in their children's education, they will encourage and assist them in achieving their tasks. This can be directly through engaging in activities with their children or through monitoring their habits and behavior. As such, parents who are involved in their child's education will motivate them to adopt healthy habits by acting as role models and by convincing their children that these habits will assist in improving their concentration, energy levels, and emotional state (Müller et al., 2019)(Marquez et al., 2022). These claims have been supported by a study conducted by Marcoux, Mishra, and Crepeau in which they found that children who participate in physical activity seemed to be generally happier with their life. This may be due to the fact that exercise promotes health through improving self-esteem, reducing stress and anxiety, enhancing mood state, and increasing general well-being. In addition, since these children are likely to be of an active nature, they will further benefit in their academic studies as regular physical activity is linked to improvements in academic achievement. Therefore, it is evident that active parental involvement aimed at promoting healthy habits can lead to an increase in children's well-being by ensuring that these habits are implemented (Knoester & T. Fields, 2020)(E. Torres et al., 2021).

3.16 Addressing Socioemotional Challenges

An open line of communication between parent and teacher can also benefit the child through a socioemotional challenge. This involves the teacher sharpening the parents' understanding of the problem and how to deal with it. In their article, Henderson and Berla (1994) explain how a strong home-to-school connection is the fastest way to pass on student achievement information. With teachers providing constant feedback to concerned parents, the child's academic achievement can be maintained (Abrutyn et al., 2024)(Eos Trinidad, 2022).

Self-efficacy can also be affected by the way in which parents respond to praise or failure by their child. Parental responses to praise and failure can either enhance or diminish a child's self-efficacy and overall socioemotional well-being. By understanding the impact of parental reactions, educators can design effective strategies to support students in overcoming socioemotional challenges (Dou et al., 2018)(Abrutyn et al., 2024). These strategies may include providing guidance to parents on how to provide constructive feedback and create a positive learning environment at home. Children who perceive their parents' involvement as autonomy supportive are more likely to develop a higher perceived self-competence, which is an indicator of self-efficacy. This indicates that it is not just the quantity of involvement but the type of involvement that is important (Abdelghani et al., 2022).

Teachers will be the first to notice any socioemotional changes in a child, so it is important that parents develop an open and communicative relationship with their child's school. Teachers informing parents that they have noted changes in their child's behavior will allow parents to take the appropriate

measures to provide help, whether it is a school APIO or a more intensive service. High parental involvement has proven to benefit children through such times. Parents who are actively involved in their child's education during socioemotional challenges can provide crucial support and guidance to help their child navigate difficult situations. This was due to the children having higher self-esteem and a better understanding of their social identity. This form of involvement links to the previous discussion of parent efficacy in that parents who have confidence in their ability are more likely to be involved in their child's life (Gruijters et al., 2021)(Pavlenko et al., 2021).

There are many different life events that can affect a child's socioemotional development. Changes in schools, parental conflict, loss of a loved one are all examples of socioemotional challenges. Also, puberty and a developing understanding of their ethnic identity can form socioemotional challenges. Children who live in riskier neighborhoods or have friends who engage in illegal or risky behaviors are more likely to face socioemotional difficulties. Similarly, children who experience bullying or peer rejection may also encounter socioemotional difficulties. Exposure to violence or trauma can further exacerbate these challenges and impact a child's socioemotional well-being. Additionally, family instability and parental substance abuse can contribute to the negative impact on a child's socioemotional well-being (Hjalmarsson et al., 2021)(Landaeta et al., 2023).

3.17 Challenges and Barriers to Parental Involvement

Even without the added barrier of differing languages, cultural differences may hinder relationship-building between parents and educators. Teachers are likely to be from cultural backgrounds very different from those of their students' parents. In fact, Batten and Hamblet note that 90% of US teachers are white, middle-class women. Teachers' lack of understanding of minority cultures may lead to unintentional maltreatment of students and parents. One study reported by Prezioso found that a group of Hispanic parents felt that their school's environment was hostile since there had been many discipline problems and they were dissatisfied with their inability to change the quality of instruction their children were receiving. Oh and French also found that East Asian parent groups involved feelings of alienation from schools due to teachers' negative perceptions of their cultures and limited expectations for their children.

These negative relations are a sharp contrast to the cooperative partnerships between home and school that researchers and educators are trying to promote (M. Basaldua Jr. et al., 2022)(Morgan et al., 2021). Challenges and barriers to parental involvement in education can significantly impact student success and well-being. These challenges can range from lack of communication between school and parents to cultural and language barriers that hinder effective collaboration. Additionally, socioeconomic factors and busy work schedules can also pose significant barriers to parental involvement in education. These factors can limit the amount of time and resources parents are able to dedicate to their child's education (Vanessa Ajayi et al., 2021)(Elizabeth Fish et al., 2022).

3.18 Socioeconomic Factors

Parents from low socioeconomic backgrounds are also less likely to have had a positive experience of education. They may feel uncomfortable in a school setting and feel that their involvement is not welcomed by teachers. In a study of Canadian high school students, it was found that students from low socioeconomic families perceived their parents as less involved than did students from higher socioeconomic families, even when the level of involvement was the same. This indicates that parents from low socioeconomic groups may feel alienated from their children's schools and less competent in fulfilling their role in their children's education. (Robertson et al., 2022)(Lin et al., 2021)

A lack of resources is another barrier for low-income parents. They are less likely to have access to relevant information and material that would enable them to help their children with their schooling. A study from the US found that, in comparison to higher income parents, low-income parents spend less

on resources that advance their children's cognitive development, such as books and educational outings. They are also less likely to have access to quiet spaces for study, which can limit their children's ability to concentrate on schoolwork completed at home (Elizabeth Fish et al., 2022)(McCrory Calarco, 2019).

Parents from low socioeconomic backgrounds face a number of barriers to involvement. First, there is simply a lack of time. These parents are more likely to be working in jobs with inflexible hours and little opportunity to take time off. In a study of British parents, those in a higher income bracket were more likely to attend parent-teacher meetings. It is also suggested that parents from higher socioeconomic groups can take time off from paid work because they have greater access to alternative forms of social and cultural capital. They are, for example, more likely to have access to other parents and community members who can inform them about the importance of parental involvement. Thus, they do not have to rely solely on the information they are able to garner from their children's schools (Chzhen & Bruckauf, 2022)(Bernardi & Ghirardi, 2023).

3.19 Lack of Awareness and Knowledge

Some studies have shown that parents do not become involved in their children's schooling because they are not aware of the impact that their involvement has, or they do not know how to be involved. This lack of awareness and knowledge can result in missed opportunities for parents to support their children's education and hinder their overall academic success. Furthermore, it can perpetuate the cycle of educational disadvantage and limit the potential growth and development of students. Parents who are unaware of the importance of their involvement may also underestimate the positive impact it can have on their child's well-being and social-emotional development. This underestimation can lead to a lack of proactive engagement in their child's education and a missed opportunity to foster a strong support system for their well-being (Lin et al., 2021)(A. Milkie et al., 2020).

As a result, children may not receive the necessary guidance and encouragement they need to navigate challenges and develop essential skills for success in school and beyond. Without this guidance and encouragement, children may struggle to reach their full potential and may experience difficulty in overcoming obstacles later in life (Eos Trinidad, 2022). This highlights the critical role that parental involvement plays in shaping not only a child's academic success but also their long-term well-being and future opportunities. By actively engaging in their child's education, parents can contribute to creating a positive and nurturing environment that fosters motivation, resilience, and a lifelong love for learning. This type of environment can empower students to take ownership of their education and develop the necessary skills to thrive academically and personally (Eos Trinidad, 2022)(Salem Elsharif Brima & ABDELATY, 2023).

3.20 Overcoming Challenges and Building Effective Partnerships

The fundamental tool for communicating a welcoming attitude is having all school personnel learn to recognize and even value the different cultural norms that families bring to the learning process. This ongoing cultural learning requires introspection about one's own teaching and communication behaviors, and it can involve specific training in intercultural communication and/or linguistics (Kurian & Gruijters, 2023). For example, one school identified a need for its teachers to understand the typical ways that refugee families from Burundi greet and show respect to others, as compared to the norms for communication among Euro-American families. The school's staff sought out a community member from Burundi who could coach them on this topic in a series of after-school workshops. In another example, during the renovation of a school building, it became clear that families familiar with urban poverty were uncomfortable in a very large and official-looking office of the school principal. A parent group and the principal then worked together to create a more hospitable space within the existing office suite, where the door could be left open and there was a comfortable area for group meetings. This project and

collaboration helped to build trust and strengthen the partnership between the school and the families it serves (Spindelman & Arturo Crouch, 2024)(A. Bunce & Revilla-Minaya, 2023)(Shaidrova et al., 2023).

In order to involve all parents, schools must work to eliminate the division between the education system and certain cultural and linguistic groups. It is important to identify the diverse cultural and social groups within our communities, whether they are based on ethnicity, language, religion, gender, socioeconomic status, or exceptionality - and recognize that each has its own specific educational needs (Zhu, 2022)(Hannum & Wang, 2022). Understanding these needs is the first step towards creating educational environments in which parents feel welcome and their needs and concerns can be addressed. A welcoming school communicates to all families that they are important, and that their children's success is the school's top priority. This involves the expectation that all teachers will develop the attitudes, skills, and knowledge to work with families from diverse cultures and languages (S. Mueller et al., 2021)(Abrutyn et al., 2024).

3.21 Cultural Sensitivity and Inclusivity

Despite the varied socio-economic, generational and cultural contexts of families, educators may not be entirely aware or familiar with the ethno-history, experiences, or needs of culturally diverse parents. Misunderstanding and misinterpreting parents' values, beliefs and actions often result in inappropriate practices, attitudes and lower expectations from school staff (Kurian & Gruijters, 2023)(McCrory Calarco, 2019). Professional organizations, such as the Ontario Association of Home and School Associations and People for Education, are calling for systemic changes to create a welcoming environment that reflects the cultural diversity of the student population and the broader community. For example, through bilingual correspondence and school notices, celebrating cultural events and themes, or including parents as resources in the curriculum. Studies have also shown the benefits of a diversified teaching force to overall student success. An increased understanding/awareness of the various cultural contributions of Canadian society will assist educators in providing a culturally affirming education for all students. This, in conjunction with anti-racist education for both parents and school staff, will serve to identify and eliminate practices within the system that may act as barriers for culturally diverse parent involvement (Bećirović & Bešlija, 2021).

In addressing the needs of immigrant families, it is essential to assist newcomers in understanding the Canadian educational system, while simultaneously valuing their previous educational experiences. One way to achieve this would be to provide schools with information pertinent to the education of the children of newcomer families, and having this information disseminated to parents. The employment of intercultural facilitators, or parent liaisons, has also proven successful in helping newcomer parents foster communication with school staff and become meaningfully involved in their children's education (Robertson et al., 2022)(Vanessa Ajayi et al., 2021). This has been shown to result in greater academic success and appropriate educational experiences for students from immigrant families. Recent immigrants, particularly refugees, may experience extreme difficulties in supporting their children's education due to the traumatic experiences they may have endured, or the simple struggle to make ends meet in a new and unfamiliar environment. In such cases, educators need to demonstrate understanding and flexibility, while connecting these families with appropriate community resources (Topstad Borgen & Skeie Hermansen, 2021)(Engzell, 2018).

3.22 Community Engagement and Support

For many schools, particularly in poorer communities, the depth and breadth of resources needed for meaningful progress may not be available. It is at this juncture that educational leaders and policymakers are urged to seek and cultivate community partnerships (Siler, 2019). When schools align with community resources, link to learning, and are able to share power, the result is more community support. School, family, and community partnerships can be quite effective in garnering the support

schools require to ensure student success (Hossain, 2021). Community engagement and support play a crucial role in fostering a positive and enriching educational environment for students. By offering programs that transmit and enticing to parents that they can connect what is being taught in school to reinforce certain subject areas at home, community agencies can support the Latino community often classified as uninvolved or uninterested in their child's education (Elias Alvarado, 2021). Community engagement and support play a crucial role in enhancing parental involvement in education. Community organizations and local businesses can contribute by offering resources and opportunities for parents to actively participate in their child's educational journey. These partnerships can create a sense of belonging and support for both students and their families, ultimately leading to improved academic outcomes and overall well-being. Community engagement can include activities such as parent workshops, family events, and volunteer opportunities, all of which can help build strong relationships between schools, families, and the community (Robertson et al., 2022)(Eos Trinidad, 2022).

3.23 Professional Development for Educators

The real and evolving nature of family involvement has significant implications for family involvement in schools, educators' and parents' beliefs about involvement, and the connection between home and school. Many school-home partnership programs have the aim of changing parents' behaviors in order to improve their children's learning and behavior at home and school (Eos Trinidad, 2022). However, programs are based on a static conception of the family and its potential scaffolding or direct assistance in learning, a linear and causal model of how parents' behaviors affect children's schooling, and a deficit perspective of what parents now do to help their children's learning at home and school. A new vision of the home-school connection views families as a diverse and dynamic resource for children's learning and comprehensive development, not just as clients or customers of the school, emphasizing change in the practices and beliefs in the schools and the families, and helping parents build their capacity to help their children at home and school. This new vision is consistent with the modern conception of family involvement and the aim of family involvement in child and youth development (Hossain, 2021)(Blanden et al., 2022).

The existing vision of children's learning, what they should learn, and how it should be taught, has a durable influence on both students' and teachers' behaviors. Because education is seen as cognitive self-mobilization for the individual student, the learning of social and interactive skills is often seen as extraneous to the real business of learning. Teachers' and parents' beliefs about their own roles in children's learning and schooling often do not include helping children with the learning and practicing of social and emotional skills, fostering such behaviors only intermittently and informally when problems arise (Gruijters et al., 2021)(Hoffman et al., 2024).

4. Conclusion

Overall, a careful review of the literature as well as original research on parental involvement in education has provided valuable information. It is proven that parental participation has a significant relationship with children's academic success, indicating interrelated benefits between schools and parents through increased involvement. This engagement should be considered a collaborative partnership, where both parties are actively involved and responsible for the educational process. By addressing the various techniques outlined in this research, it is estimated that student achievement can improve, providing benefits for both children and parents.

From an objective perspective, the importance of parental involvement in education is supported by existing empirical evidence and experience. The belief in the importance of parental involvement is supported by statistical data and direct involvement in children's education. In the future, utilizing this understanding will hopefully be the key to success when pursuing higher academic goals and a career as an educator. By leveraging these insights, educators can build strong partnerships with

parents, creating a supportive learning environment for student success and well-being.

This research confirms the important role of parental involvement in shaping positive educational experiences. By strengthening the relationship between parents and educational institutions, it is hoped that students will receive the support necessary for their academic and emotional growth. Recognizing the crucial role of parents in children's education and actively involving them in the learning process will enable a holistic approach to learning that benefits all parties involved.

In conclusion, by prioritizing parental involvement in education and building solid partnerships between schools and parents, it is hoped that we can create an education system that supports student success and well-being. This collaborative effort will not only improve academic outcomes, but will also contribute to the overall development of students, paving the way for a brighter future. Therefore, parental involvement is considered a key component in a comprehensive and empowering educational experience, which will ultimately have a positive impact on the entire community.

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