



THE SCHOLARLY FORESIGHT

Volume-01, Issue-01, Month -September, Year -2026

Website - <https://scholarlyforesight.com/>

Impact of Parental Involvement on the Academic Achievement of Secondary School Students

Hemant Yadav (Researcher)

Guru Ghasidas Vishwavidyalaya, Bilaspur

Email- hemantbhuggv06@gmail.com

Received-12/08/2026

Accepted-25/08/2026

Published-01/09/2026

Abstract

Most educators would agree that parents play a real part in how well students do in school, yet the nature of that role shifts once children reach secondary education. Teenagers are managing new academic pressures alongside social and emotional changes, which makes the kind of support they receive at home especially significant. This paper looks at how parental involvement shapes academic achievement among secondary school students, drawing on studies that examine expectations, communication about schoolwork, monitoring, home-based learning support, and contact between parents and schools. Taken together, the evidence points to a generally positive relationship between parental involvement and achievement, though its strength depends heavily on what kind of involvement is being measured. Expectations and academic socialization seem to matter most during adolescence, while heavy-handed control or hands-on homework help tend to matter less, and can occasionally backfire. The paper argues that schools are better served by building genuine partnerships with families rather than simply asking for more parental participation — partnerships that foster independence, motivation, and a sense of responsibility in students rather than tighter supervision.

Keywords: parental involvement, academic achievement, secondary education, parental expectations, parent-school partnership, adolescents.

1. Introduction

At its core, parental involvement means the many ways parents take part in supporting a child's schooling at home, on campus, or through the ongoing back-and-forth between families and teachers. That can look like anything from talking about homework and encouraging a reading habit to setting up a workable study schedule, showing up at school events, keeping track of grades, or simply letting a child know that education matters. None of these on their own defines parental involvement; it is the sum of many small, ongoing behaviors rather than one identifiable act.

Secondary school marks a period when students are expected to take on more responsibility for their own learning, even as the academic workload grows more demanding and adolescence brings its own social and emotional turbulence. In one of the more widely cited studies on this stage, Hill and Tyson (2009) pooled

results from 50 studies and found that, overall, parental involvement tracked positively with achievement in middle school. What stood out in their analysis was that academic socialization—talking with children about the purpose and value of school—carried the strongest relationship with achievement, while direct homework help did not follow the same pattern.

Fan and Chen (2001) arrived at a comparable conclusion. Their meta-analysis found a statistically meaningful link between involvement and achievement overall, with parental aspirations and expectations showing the strongest association and home-based supervision showing a noticeably weaker one.

Later work has not overturned this picture so much as refined it. Castro and colleagues (2015), reviewing 37 studies spanning kindergarten through secondary school, reported a moderate, positive relationship between involvement and achievement, and singled out expectations, communication about school activities, and reading habits as the most consequential forms.

Given how often these findings recur across the literature, understanding exactly how parental involvement relates to achievement matters to anyone with a stake in student outcomes: teachers, parents, administrators, and policymakers alike. This paper works through that literature to see which forms of parental involvement carry the most weight for secondary school students.

2. Background of the Study

There are a few plausible routes through which parental involvement could shape achievement. Parents can signal that education is worth taking seriously and set expectations that are ambitious but attainable. They can offer the kind of emotional backing that keeps a student's confidence and motivation intact during a tough term. They can also shape the physical and routine conditions for studying: a quiet space, a workable schedule, and staying in touch with teachers closely enough to catch academic trouble early.

Fan and Chen's (2001) finding that aspirations and expectations carried the strongest association with achievement is worth dwelling on, because it implies parents do not have to be hands-on with every assignment to make a difference. What they communicate about education implicitly or explicitly may do more to shape a student's goals than what they actually do alongside them.

Secondary school changes the calculus, too. Teenagers are building autonomy, and forms of involvement that feel like oversight can meet resistance. This is presumably why Hill and Tyson (2009) placed such weight on academic socialization: talking through expectations, discussing plans for the future, and helping students see the point of their education, rather than managing it directly.

3. Statement of the Problem

While a substantial body of research links parental involvement to academic achievement, most of that evidence still centers on primary-school students, and studies focused specifically on the secondary level remain comparatively limited and often inconsistent about which forms of involvement actually help. This leaves a practical gap for teachers, parents, and administrators trying to translate general research into decisions at a stage when adolescents are simultaneously seeking more independence and facing tougher academic demands. This paper addresses that gap by drawing together the literature that speaks specifically to secondary education.

4. Objectives of the Study

1. To examine how parental involvement relates to the academic achievement of secondary school students.
2. To identify the forms of parental involvement most strongly linked to academic achievement.
3. To look specifically at how parental support for learning at home affects achievement.
4. To consider what role communication between parents and schools plays in students' academic development.

5. Research Questions

1. What does the relationship between parental involvement and academic achievement look like for secondary school students?
2. Which forms of parental involvement show the strongest association with academic achievement?
3. How does parental support at home shape students' learning?
4. What part does parent–school communication play in students' academic achievement?

6. Hypotheses

Should this paper be developed into an empirical study, the following hypotheses could be tested:

H₀₁: There is no significant relationship between parental involvement and the academic achievement of secondary school students.

H₀₂: There is a significant relationship between parental involvement and the academic achievement of secondary school students.

H₀₃: There is a significant relationship between parental expectations and the academic achievement of secondary school students.

7. Review of Related Literature

7.1 Concept of Parental Involvement

In the broadest sense, parental involvement covers whatever parents do to support a child's education, whether that support plays out at home, at school, or somewhere in the wider community. Epstein's (2001) framework is often used to organize this territory, breaking family–school partnerships into parenting, communication, volunteering, learning at home, decision-making, and collaborating with the community.

It would be a mistake, then, to equate parental involvement with showing up to parent-teacher meetings or sitting beside a child during homework. The concept stretches to cover attitudes, expectations, ongoing communication, and the countless small forms of support that add up over a school career.

This multidimensional quality matters even more once students reach secondary school. As teenagers gain independence, the involvement that once meant closely managing school activities tends to give way to something less hands-on encouraging responsibility, talking through future plans, and offering emotional and academic backing from a slight distance.

7.2 Concept of Academic Achievement

Academic achievement, in simple terms, describes how well a student performs in an educational setting. Researchers measure it in various ways exam scores, GPA, classroom assessments, standardized test results and none of these measures is universally preferred over the others.

A wide array of factors feeds into this outcome: intelligence, motivation, study habits, the quality of teaching, school resources, peer relationships, socioeconomic background, and family support all play some part. Parental involvement is just one strand within that larger, family-related bundle of influences, though it is among the most frequently studied.

Because achievement itself is measured in so many different ways, comparing findings across studies is not always straightforward. Fan and Chen (2001) pointed out that the strength of the involvement–achievement relationship shifts depending on which measure of achievement a study uses.

7.3 Parental Support for Learning at Home

What happens at home clearly feeds into how a student performs at school. Parents can support learning simply by encouraging reading, keeping a quiet space available for studying, talking about the school day, helping a child manage their time, and generally nudging them toward independent work.

Castro et al. (2015) found that two of the more effective home-based practices were maintaining communication about school activities and cultivating reading habits both modest, low-cost practices with an outsized association with achievement.

That said, “support” should not be confused with doing the work for a student. Adolescents need room to build independence, work through problems on their own, and take ownership of their academic responsibilities. Parents can still provide guidance and resources; they just do not need to take over.

7.4 Parental Involvement in Homework

Homework is one of the more visible arenas for parental involvement parents might remind a child to finish an assignment, supply materials, explain a difficult concept, or work through the problems together.

Yet the evidence on this particular form of involvement is mixed at best. Hill and Tyson (2009) found that direct homework assistance was the one clear exception to an otherwise consistent positive relationship between involvement and achievement among middle schoolers.

This is not an argument for parents to step back from homework altogether. It suggests instead that how a parent helps counts for more than whether they help. Encouraging a child to reason through a problem, organize their own workload, and ask for help when genuinely needed appears to work better than supplying answers or effectively taking the assignment over.

8. Theoretical Framework

8.1 Epstein's Theory of School, Family, and Community Partnerships

Epstein's model offers one of the more durable theoretical lenses for this topic, treating education as a responsibility shared among schools, families, and the surrounding community rather than something schools handle alone.

The framework identifies six overlapping types of family involvement, including:

1. Parenting
2. Communicating
3. Volunteering
4. Learning at home
5. Decision-making
6. Collaborating with the community

Its central claim is that achievement improves when schools and families build something closer to a genuine partnership rather than operating as separate, loosely connected institutions.

For secondary students specifically, two of these dimensions learning at home and communication likely matter more than the rest, since they let parents stay engaged without stepping directly into classroom instruction.

8.2 Hoover-Dempsey and Sandler's Model of Parental Involvement

Where Epstein's framework maps out what involvement looks like, the Hoover-Dempsey and Sandler model tries to explain why parents get involved in the first place and how that involvement translates into outcomes for children. It centers on parents' beliefs about their own role, their confidence that their involvement will actually help, invitations extended by schools or by children themselves, and the practical opportunities or demands that shape what involvement is even possible.

One implication of this model is that parental involvement is not purely a matter of parental willingness. Schools carry some of the responsibility too, since a welcoming environment and clear invitations to participate can shift how much parents get involved in the first place.

9. Empirical Evidence

A fairly substantial body of quantitative research backs up the idea that parental involvement and achievement move together.

Fan and Chen's (2001) meta-analysis of quantitative studies found a small-to-moderate relationship that was nonetheless practically meaningful aspirations and expectations carried the strongest association, home supervision the weakest.

Hill and Tyson (2009), working from 50 studies on middle schoolers, reached a similar overall conclusion: involvement correlated positively with achievement, academic socialization mattered most, and homework assistance broke from the pattern.

Castro and colleagues (2015) synthesized 37 studies spanning kindergarten through secondary school and again found a moderate, positive association, with expectations, communication about school, and reading support standing out as the most influential factors.

Erdem and Kaya (2020), drawing on 55 studies published between 2010 and 2019, found a smaller but still positive overall effect, with expectations again showing the largest effect size and parental control showing a small negative one.

Kim and Hill's (2022) second-order meta-analysis essentially a meta-analysis of meta-analyses, covering 23 prior syntheses and 1,177 primary studies confirmed the broader pattern: involvement and achievement are positively associated overall, expectations and aspirations carry particularly strong effects, and homework involvement produces effects that are, at best, mixed.

Read together, these studies converge on a fairly simple idea: it is not really how much parents get involved that predicts achievement, but what kind of involvement they choose.

10. Discussion

Taken as a whole, this literature suggests that parental involvement can genuinely help secondary students do better academically but the relationship is far from tidy or uniform.

Expectations appear to carry unusual weight. When parents make clear that they value education and hold reasonably high hopes for their child, that seems to translate into stronger academic aspirations and, by extension, greater motivation and persistence.

Academic socialization becomes especially relevant once adolescence sets in. Talking about future goals, career paths, and the broader value of learning lets parents stay engaged in a way that respects a teenager's growing independence rather than working against it.

Emotional support matters for a related reason. Teenagers face exam pressure, social friction, and real uncertainty about what comes next; parents who offer steady encouragement give students a better chance of handling academic setbacks constructively.

Communication between parents and teachers adds another layer of support, letting information move in both directions but only when that communication stays collaborative rather than becoming a running list of problems.

Finally, the evidence on control is fairly consistent: too much of it does not help, and can slightly hurt. Erdem and Kaya (2020) found a modest negative effect for parental control specifically, which points toward pulling back on close monitoring, pressure, and coercion.

Put together, the picture that emerges for secondary-level involvement favors high expectations paired with emotional support, open communication, encouragement, and enough restraint to let students exercise their own growing autonomy.

11. Implications for Secondary Education

The findings have several practical implications for schools, teachers, parents, and policymakers.

11.1 Implications for Parents

- keep academic expectations realistic but genuinely positive;
- encourage students to build their own study habits rather than relying on supervision;
- maintain a home environment that supports focused study;
- check in regularly about how school is going;
- encourage reading and other activities that build academic skills informally;

- stay in touch with teachers as needed, rather than only when problems arise;
- steer clear of excessive pressure or comparisons with siblings or classmates;
- offer support, not just correction, when a student struggles academically.

11.2 Implications for Teachers

- keep communication with parents both regular and respectful;
- share progress updates in ways that are genuinely constructive, not just evaluative;
- invite parents into activities where their presence would actually help;
- recognize that families differ in what they can realistically offer;
- avoid assuming that a quiet parent is an uninvolved one;
- point parents toward forms of involvement that build student independence rather than dependence.

11.3 Implications for School Administrators

Administrators have a role too. Structured partnership programs parent orientations, academic counselling, career guidance sessions, parent-teacher conferences, workshops on adolescent development, and reliable systems for sharing progress can turn good intentions into consistent practice.

11.4 Implications for Policymakers

At the policy level, family engagement deserves to be treated as a genuine component of secondary education rather than an afterthought. That means funding and designing programs that are accessible and culturally responsive enough for a broad range of families to actually use.

12. Suggested Methodology for an Empirical Study

Turning this review into an actual field study would call for a descriptive survey or correlational design.

12.1 Research Design

A correlational design fits well here, since the goal would be to examine how parental involvement and academic achievement relate to each other rather than to establish causation outright.

12.2 Population

The relevant population would be secondary school students within the Bilaspur district.

12.3 Sample

A sample of around 400 students, selected through stratified random sampling, would help ensure reasonable representation across grade levels, gender, school type, and location.

12.4 Variables

Independent variable: Parental involvement

Dependent variable: Academic achievement

12.5 Research Instrument

A structured questionnaire either newly developed or adapted from an established parental involvement scale could capture responses on a five-point Likert scale running from “Strongly Disagree” to “Strongly Agree.”

12.6 Data Analysis

Analysis could draw on:

- frequency and percentage distributions;
- mean and standard deviation;
- Pearson correlation;
- t-tests or ANOVA, depending on the comparison;
- multiple regression, to see whether specific forms of involvement predict achievement independently of one another.

12.7 Ethical Considerations

Any such study would need informed consent, protected confidentiality, voluntary participation, and the appropriate institutional approvals before any data collection with students begins.

13. Limitations

This paper leans entirely on existing literature rather than original data, which means its conclusions are only as strong as the studies it draws on.

There is also the problem of definition: researchers do not measure parental involvement the same way. Some focus on what happens at home, others on school-based participation, expectations, communication, or academic socialization specifically and that inconsistency makes it hard to compare findings cleanly across studies.

Finally, the relationship under discussion here does not exist in a vacuum. Socioeconomic status, parental education, school quality, cultural context, and student motivation all likely shape it as well, which means parental involvement should be read as one contributing factor among several rather than the deciding one.

14. Recommendations

Based on the literature reviewed, a few recommendations follow:

1. Schools should build regular, two-way communication channels with parents.
2. Parents should be encouraged to foster independent learning rather than close supervision.
3. Parent education programs should explain what developmentally appropriate involvement looks like during adolescence specifically.
4. Teachers should give parents concrete, practical suggestions for supporting learning at home.
5. Schools should offer flexible participation options for parents facing work schedules, transportation issues, language barriers, or other obstacles.

6. Parents should resist comparing children to siblings or peers, since this kind of comparison tends to undermine motivation and wellbeing rather than support it.
7. Involvement programs should prioritize the quality of parental engagement over simply maximizing how much parents participate.

15. Conclusion

Parental involvement clearly plays a meaningful part in how secondary students fare academically. Across the studies reviewed here, students whose parents provide appropriate support tend to show stronger outcomes but “involvement” is not one behavior, and different forms of it produce noticeably different results.

The strongest and most consistent evidence points to expectations, aspirations, academic socialization, communication, and a genuinely supportive home environment. Heavy control and direct homework help, by contrast, tend to matter less, and in some studies edge toward counterproductive.

Because adolescence is itself a period of growing independence, effective parental involvement has to evolve alongside it. Teenagers still need encouragement, high expectations, and emotional support they just need less direct control over how they get there. Parents, in other words, are better cast as facilitators than supervisors.

Schools carry part of this responsibility as well. When teachers, parents, and students genuinely work together, the whole educational process tends to hang together more coherently. That argues for secondary schools to treat parents as partners in a student's academic development, not simply as occasional attendees at school events.

On balance, the literature supports a fairly clear conclusion: parental involvement can meaningfully support academic achievement in secondary school, provided it is the right kind of involvement. The real question was never whether parents should be involved, but how.

References

- Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review*, 14, 33-46. <https://doi.org/10.1016/j.edurev.2015.01.002>
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Westview Press.
- Erdem, C., & Kaya, M. (2020). A meta-analysis of the effect of parental involvement on students' academic achievement. *Journal of Learning for Development*, 7(3), 367-383.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1-22. <https://doi.org/10.1023/A:1009048817385>
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740–763. <https://doi.org/10.1037/a0015362>

- Kim, S. W., & Hill, N. E. (2015). Including fathers in the picture: A meta-analysis of parental involvement and students' academic achievement. *Journal of Educational Psychology*, 107(4), 919–934. <https://doi.org/10.1037/edu0000023>
- Kim, S. W., & Hill, N. E. (2022). Fifty years of parental involvement and achievement research: A second-order meta-analysis. *Educational Research Review*, 36, 100463. <https://doi.org/10.1016/j.edurev.2022.100463>
- Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban Education*, 42(1), 82–110. <https://doi.org/10.1177/0042085906293818>
- Pomerantz, E. M., Moorman, E. A., & Litwack, S. D. (2007). The how, whom, and why of parents' involvement in children's academic lives: More is not always better. *Review of Educational Research*, 77(3), 373–410. <https://doi.org/10.3102/003465430305567>
- Seginer, R. (2006). Parents' educational involvement: A developmental ecology perspective. *Parenting: Science and Practice*, 6(1), 1–48. https://doi.org/10.1207/s15327922par0601_1
- Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review*, 66(3), 377–397. <https://doi.org/10.1080/00131911.2013.780009>



Disclaimer / Publisher's Note:

The views, opinions, findings, interpretations, and claims expressed in this article are solely those of the author(s). The author(s) are entirely responsible for the accuracy and originality of the content, including compliance with applicable copyright and intellectual property requirements. The publisher and editors assume no responsibility or legal liability for any errors, omissions, copyright infringement, or damages, direct or indirect, arising from the publication or use of the content of this article.



This is an open access article under the [Creative Commons Attribution-Non-Commercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).
© The Author(s) 2026. The Scholarly Foresight Published by Ishwa Academic Publication.