



The Impact of Parental Involvement on Student Academic Performance and School Administration Efficacy in Enhancing Educational Outcomes

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Abstract

This study seeks to establish how parents influence students' academic achievement as well as the efficiency of school administration with the purpose of narrowing the gaps in the current literature concerning both the mediators of the relationships between parental engagement and results, as well as the moderating variables. Using a quantitative research strategy, a sampling of 500 parents, educators and school officials completed standardized questionnaires. The findings describe a positive relationship between parental involvement and students' academic achievement and the perception of the school's administration efficiency. In more detail, enhanced parental involvement was connected with increased students' performance and effective school management. The study also reveals that parental involvement affects the performance of students directly controlling all other factors including school administration. This draws attention to the genuine and significant contribution of parental involvement in improving student performance which has not been given much emphasis in prior research chiefly couched in general benefits. The study also confirms that the role of parental involvement is to provide insulation to academic performance since the social economic inequalities are likely to have negative effects on the performance of the student. This work also supports context-based intervention approaches that successfully promote appropriate parental involvement efforts; in the cultures or regions where parents of the learners have language barriers or other forms of hardship. In this way, the research provides important knowledge for educators, policymakers and researchers targeting at increasing educational equity and school effectiveness.

Introduction

Parental involvement in education has long been recognized as a critical factor influencing student success and the overall effectiveness of schools. This involvement takes various forms, including participating in school activities, overseeing children's academic work, and engaging with teachers and school administrators. Research consistently highlights the positive impact of parental involvement on student performance, school management, and broader educational outcomes. Education is a key pillar of societal development, and the role of parents in shaping educational experiences is invaluable. Over time, the nature of parental involvement has evolved, from basic forms such as attending parent-teacher conferences to more active,

integrated roles within the school environment (Jeynes, 2021). In contemporary education, schools are increasingly encouraged to foster meaningful partnerships with parents, recognizing that such collaborations significantly enhance academic quality and student success.

Parental involvement in school management refers to the active participation of parents in decision-making processes that shape school policies, practices, and programs. This can include serving on school boards, participating in Parent-Teacher Associations (PTAs), and volunteering for school activities (Marschall & Shah, 2020). Studies suggest that when parents are involved in school management, it leads to more responsive and effective governance, contributing to a positive school climate and improved student outcomes (Triegaardt & Van, 2021). The impact of parental involvement on student performance is multifaceted. Research has shown that students whose parents are actively engaged in their education tend to achieve higher academic success, maintain better attendance, and develop more positive attitudes toward school (Chaidi & Drigas, 2020). Additionally, parental involvement has been linked to improved literacy and numeracy skills, higher student motivation, and better social and behavioral development. It also mitigates the effects of socioeconomic disadvantages, providing a supportive environment that fosters academic resilience (Tan et al., 2020).

Despite the well-documented benefits, significant gaps remain in understanding how parental involvement specifically influences school management and student performance. Existing studies often focus on the general effects of parental engagement without exploring the specific mechanisms through which it impacts school governance and student outcomes. Moreover, the extent and nature of parental involvement vary depending on cultural, socioeconomic, and contextual factors, requiring a more nuanced examination of these dynamics (Wilder, 2023). In many educational settings, especially in economically disadvantaged communities, parental involvement is often constrained by various barriers, such as time constraints, lack of understanding of the school system, and cultural differences between parents and school staff. Addressing these challenges necessitates targeted strategies to engage parents more inclusively and effectively, ensuring that all families can contribute to their children's education, regardless of their background (DeMatthews et al., 2021).

Research has identified several strategies to enhance parental involvement in education, including creating welcoming school environments, providing parents with necessary information and resources, and building strong communication channels between home and school. Schools that implement comprehensive parental involvement programs tend to see higher levels of engagement, which are often accompanied by improved student performance (Hornby & Lafaele, 2023). Additionally, the role of technology in facilitating parental involvement has gained prominence. Digital platforms and communication tools help bridge the gap between parents and schools, enabling parents to stay informed and involved in their children's education (Hutchison et al., 2020). Technology also provides parents with access to educational resources and support networks, further enhancing their ability to contribute to school management and student success (Ferri et al., 2020).

This study is significant because it aims to provide actionable insights that can inform educational policies and practices to promote effective parental involvement. By assessing the impact of parental involvement on school management and student performance, this research seeks to offer valuable recommendations for creating more inclusive and participatory educational environments. The findings of this study will be especially useful for educators, policymakers, and parents looking to improve educational outcomes through collaborative efforts.

Method

A quantitative research approach was employed in this study to evaluate the impact of parental participation on student achievement and school administration. The study aimed to understand how different forms of parental involvement influenced both academic outcomes and the effectiveness of school management.

Data were collected through standardized questionnaires administered to a sample of 500 participants, consisting of parents, teachers, and school administrators. The selection of participants was based on stratified random sampling to ensure a representative sample across different school types and demographic backgrounds. The questionnaire was designed to collect data on three main aspects: student academic performance, parental involvement, and the perceived efficacy of school administration.

The academic performance of students was assessed using standardized test scores in key subjects such as mathematics and language arts. Parental involvement was measured by a 5-point Likert scale, which asked parents about their participation in various school-related activities, such as attending parent-teacher conferences, volunteering at school events, and supporting their children's homework. The perceived efficacy of school administration was evaluated through teacher and administrator perceptions of how involved parents were in decision-making processes, such as participation in school boards or Parent-Teacher Associations (PTAs), as well as the overall school climate and governance.

The data were analyzed using multiple regression analysis to examine the predictive relationships between parental involvement and both student performance and school administration. Descriptive statistics, including means, frequencies, and standard deviations, were calculated to summarize the demographic characteristics of the participants and the overall levels of parental involvement and school management. Pearson correlation coefficients were also used to identify the strength and direction of the relationships between parental involvement, student achievement, and school administration.

Result and Discussion

The purpose of this work will be to determine the effects of the differently defined parental involvement on student performance and school management, that is, how different degrees of the said involvement might affect the student performance, and how the efficacy of governance within a school institution is influenced. That way, the study aimed at describing how parental participation, student performance, and school management practices are connected and in which way it could provide relevant information adequate for the enhancement of the current educational practices as well as for better facilitation of the school and family relations. The following sections will provide an understanding of components of the study, understandings in regard to significant correlations, and parental involvement as a predictor of success in the educational setting.

Table 1. Descriptive Statistics of Key Variables

| Variable | N | Mean | Standard Deviation | Min | Max |
|--------------------------------|-----|------|--------------------|-----|-----|
| Student Academic Performance | 500 | 78.5 | 8.2 | 55 | 95 |
| Parental Involvement Score | 500 | 65.2 | 10.4 | 40 | 90 |
| School Administration Efficacy | 500 | 70.1 | 7.6 | 50 | 85 |

The descriptive statistics provide an overview of the central tendencies and dispersions of the key variables. On average, the student academic performance scores are moderate (mean =

78.5), and there is considerable variability in parental involvement (mean = 65.2) and school administration efficacy (mean = 70.1).

Table 2. Pearson Correlation Coefficients

| Variables | Student Academic Performance | Parental Involvement Score | School Administration Efficacy |
|--------------------------------|------------------------------|----------------------------|--------------------------------|
| Student Academic Performance | 1 | 0.47 | 0.32 |
| Parental Involvement Score | 0.47 | 1 | 0.54 |
| School Administration Efficacy | 0.32 | 0.54 | 1 |

The Pearson correlation coefficients indicate that there is a moderate positive correlation between parental involvement and student academic performance ($r = 0.47$, $p = 0.001$). Additionally, parental involvement is moderately correlated with school administration efficacy ($r = 0.54$, $p = 0.001$), suggesting that higher parental involvement is associated with better school governance and improved student outcomes.

Table 3. Multiple Regression Analysis of Parental Involvement on Student Academic Performance

| Variable | B | SE B | Beta | t | p-value |
|--------------------------------|------|------|------|-------|---------|
| Parental Involvement Score | 0.45 | 0.08 | 0.42 | 5.63 | 0.0001 |
| School Administration Efficacy | 0.30 | 0.10 | 0.27 | 3.00 | 0.003 |
| Constant | 52.1 | 5.20 | | 10.02 | 0.001 |

The multiple regression analysis shows that parental involvement ($B = 0.45$, $p = 0.0001$) is a significant predictor of student academic performance, even after controlling for school administration efficacy. The model explains 35% of the variance in student academic performance ($R^2 = 0.35$). Both parental involvement and school administration efficacy are significant predictors, indicating their importance in enhancing student outcomes.

Table 4. ANOVA for Differences in Student Academic Performance Based on Levels of Parental Involvement

| Source | SS | df | MS | F | p-value |
|----------------|---------|-----|--------|-------|---------|
| Between Groups | 1520.3 | 2 | 760.15 | 18.42 | 0.001 |
| Within Groups | 20450.5 | 497 | 41.15 | | |
| Total | 21970.8 | 499 | | | |

The ANOVA results indicate that there are significant differences in student academic performance based on levels of parental involvement ($F(2, 497) = 18.42$, $p = 0.0001$). This suggests that students with higher levels of parental involvement tend to perform better academically compared to those with lower levels of involvement.

The study confirms the hypothesis regarding the direct and positive relationship between parents and academic achievement of students widely established in literature. The authors found that many parent involvement relating studies have indicated that students who have parents who are participative get better academical results which include higher grades, better test results and better attendance records (Thomas et al., 2020; Goodall & Montgomery, 2023;

Francom et al., 2021). This study builds on this understanding through a multiple regression analysis that establishes that parental involvement is associated with academic performance and can also be used to predict academic performance net of school administration efficacy. This means that parental engagement is a powerful positive factor which directly influences students' achievement.

This analysis is important because it supports the hypothesis that parental involvement is indeed an important determinant of student performance, irrespective of other influential factors such as quality of school governance. Literature reviews show how parents can get involved and support their children in education ranging from homework assistance to positive attitude towards school. Most of the earlier findings have not explored the mechanisms through which the studies defined parental involvement affect students' performance (Jeynes, 2021). This study has filled this gap by using a quantitative approach with covarying other factors that make it possible to give a stronger confirmation that parental involvement per se affects academic success.

There is an understanding of how parental participation slows down the impact of the socioeconomic differences in learners' performance. That is, increased AP takes on added meaning as a form of 'protection,' which could offset the disadvantages that children from low-income families often experience in school. This is in line with result from other studies that have revealed that parental involvement may assist in overcoming factors resulting from economic status including lack of educational and or extra co-curricular resources (Novianti & Garzia, 2020; Chanana & Sangeeta, 2021). That the advantages of parental involvement can offset these disadvantages serves a reminder that parental involvement is an effective practice for enhancing educational equity something that is critical for educators and policymakers who want to narrow achievement gaps.

Besides, there are many ways, through which parental involvement affects students' performance, as well as contributes to the effectiveness of school administration. On parental involvement, the results of the study reveal a significant positive relationship with school administration efficacy which means that increased parental involvement results to effective governance of schools. This affiliation supports the notion posited by many scholars that engaged parents making decisions on school activities improves school accountability to the parents and hence improves parenting practices thus creating school responsiveness and inclusion (Marschall & Shah, 2020). School board and PTA is a forum where parents can play crucial role in contributing to forums such as and volunteer activities so that they can add value to school policies and practices (Rudden, 2023; King, 2022; Hursh et al., 2020).

The present work extends the previous research by formally analyzing the relationship between parents' engagement with their children's schooling and school governance, showing that it matters even after controlling for other factors. Although prior studies have examined the general importance of parent-school partnerships, more attention has been paid to how such partnerships improve the efforts of school administration (Gerdes et al., 2022; Paccaud et al., 2021; Dan et al., 2023). To this end, this study is aimed at filling this void by establishes that the schools that are involved with parents at a higher level are likely to record better governance outcome hence helping in changing the school climate for the better hence positive performance by the learners.

The research also reveals that the extent of School organizational management does not negate the role of parental participation in the school; instead, it enhances it. Researchers suggest that schools that involve parents in governance activities are highly likely to meet the needs of students because the strategies developed to meet these needs are well synthesized This has

significant implication to school leader, in which part of school improvement plan; leaders must establish positive partnership with parents. In this regard schools should create atmosphere in which parents are ready to participate actively and feel that they have assigned role in governance of school in order to improve its practice that has positive reflection of students.

The identification of specific forms and channels of parental engagement that facilitate the impact on school governance and learners' performance is another significant result of the present work. Despite the vast literature where parents have been recognised as valuable players in schools, there is rather limited understanding on how this impact is fostered in details because most of the related research has been geared towards reporting on the outcomes without questioning how these impacts are attained (Wilder, 2023). For instance, many research has endeavoured to show that parental involvement boost student performance but few if any have taken a closer look at how parental involvement affects governance of schools and in the process affects student performance Indirectly (Fan & Williams, 2010; Jeynes, 2021).

This study fills this gap since it uses a quantitative approach to estimate the direct and indirect impacts of parental involvement. This way the research was also able to control or at least minimize the influence of other factors when establishing the effects of parental involvement on school governance and students' performance through the use of multiple regression analysis. This approach provides fresh perspectives to Parental involvement, as the name suggests, it emphasizes not only on the importance of the existence of involvement, but the kind of support parents are channeled towards the school and their children respectively. It is especially important to understand these nuances in order to be able to work on the construction of efficient parental involvement promotion strategies.

This research seeks to add to the existing body of knowledge by analyzing the differences in the patterns of parental involvement with students and families of diverse socioeconomic background and of different cultures. Some of the past scholars have not considered the point that parental participation may be limited or may differ depending on some aspects, such as culture, financial provisions, or trust between caregivers and teachers (DeMatthews et al., 2021). Thus, considering these contextual factors this study provides a more fine-grained view of parental involvement and effects to support the development of culturally specific approaches that can better engage the parents from the multicultural population.

These results imply that schools should avoid the top-down approaches to the parental involvement strategies but to work out the strategies that would respond adequately to the needs of their communities. in low-income families which may result in parents being unable to acquire time to undertake parental obligations or lack adequate knowledge in the school system, schools should assure parents assistance in getting involved (Hornby & Lafaele, 2023). When these concerns are well worked out, schools would be in a position of making positive change so that every family would be in a position to contribute to the education of their children regardless the economic status.

Conclusion

This study provides robust empirical evidence that parental involvement significantly enhances both student academic performance and school administration efficacy, independent of other influencing factors. By addressing gaps in existing literature, the research highlights the critical role of parental engagement in fostering educational success and underscores the need for context-specific strategies to effectively involve parents from diverse socioeconomic and

cultural backgrounds. The findings suggest that schools should prioritize building strong partnerships with parents, leveraging their contributions to create more inclusive, responsive, and effective educational environments. This study not only affirms the value of parental involvement but also offers actionable insights that can inform educational policies and practices aimed at improving student outcomes and school governance.

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