



PARENT INVOLVEMENT: HOW FAMILY ENGAGEMENT AFFECTS STUDENT SUCCESS

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ABSTRACT

Family involvement in children's academic success and school engagement is well-documented, but comprehensive review research on the impact of various forms of parental involvement on student achievement is lacking. This study provides a comprehensive literature review on family involvement and student achievement, focussing on the current state of the field, methodological approaches (such as conceptualisation and measurement), and research trends. We used PRISMA to evaluate 33 peer-reviewed studies involving 47,307 students and 3,391 parents. Many interesting insights were uncovered throughout the study. Initially, most research was done in the US, but China published a lot during ERT. Most cross-sectional studies (72.7%) comprised Caucasian or Asian high school students. Different definitions and assessments of family participation and student accomplishment existed. Most study (85%) examined parental engagement at school and at home. Many research (57.3%) measured student involvement using the ABC model, which includes emotional, behavioural, and cognitive factors. In 82% of the study, family participation was examined as a mediator or direct influence on student outcomes (academic performance or avoidance of dropping out). However, many failed to provide ways to improve parental classroom engagement. The findings emphasise the need for further research on culturally sensitive family participation that improves adolescents' academic achievement. The research's shortcomings and future prospects are discussed.

Keywords: Family engagement, parent involvement, student success, academic achievement, student engagement, ABC model, school-home connection, educational outcomes, cross-sectional studies, Emergency Remote Teaching (ERT)

INTRODUCTION

One of the most important factors that may be used to predict academic success is the degree to which parents are involved in their children's educational experiences. Researchers [1] and [2] that demonstrates that when parents are active in their children's education, there is an improvement in the children's academic achievement, conduct, motivation, and attendance. When families are actively engaged in their children's education, rather than just providing aid with schoolwork, [3] state that this involvement encompasses more than just that. In addition to this, it entails the establishment of high expectations for academic accomplishment, the maintenance of close contact with teachers, the participation in extracurricular activities, and the creation of a home environment that fosters learning.

Involvement of the family is essential at any stage of a child's educational journey; however, it is most visible throughout the preschool and kindergarten years of a child's education. In their study, [4] discovered that there was a favourable correlation between the participation of families and the emotional, behavioural, and

cognitive engagement of children in school. The ABC model is a tripartite framework that illustrates how the involvement of parents influences the cognitive, behavioural, and affective (emotional) development of children. Each of these factors has a substantial influence on the manner in which students interact with their classrooms, how they handle challenges, and how they maintain their motivation during the course of their academic pursuits.

Family engagement is not uniformly adopted, nor does it have the same impact in several educational, social, and cultural situations. This is the case despite the fact that the benefits of family connection are well accepted. Some of the hurdles that might prevent meaningful engagement from occurring include issues with parental work schedules, difficulties with language, ignorance, and inadequate school outreach [5]. These are just a few instances of the potential challenges that could arise. Additionally, the majority of the prior research have examined participation in a generic sense rather than focussing on particular strategies that families and schools may use jointly[6]. In light of this gap, we need a more in-depth comprehension of the means by which family engagement may be incorporated into educational policy and practice in a methodical manner, as well as the factors that contribute to its success.

Especially in light of changes in the educational environment, such as the COVID-19 pandemic, which raised the demand for learning support services to be offered to kids in their homes, the significance of parents' participation in their children's education has expanded in recent years, and the visibility of such duties has also increased. According to[7], the growing emphasis on school-family cooperation is an indication that a more inclusive and adaptive approach to student and family engagement is being communicated. As a consequence of this, it is of the utmost importance for academics, politicians, and educators to continue their research into the many facets of family engagement and how they influence the academic performance of students.

OBJECTIVES

1. To investigate how family involvement affects children' motivation, academic achievement, and behaviour in the classroom.
2. To determine which family participation strategies work best for improving student achievement in various educational contexts.

METHOD

This study reviews the empirical literature on family participation and student accomplishment in India to better understand the link. Systematic reviews were selected because they analyse a field's scope, methodologies, and trends. Benefits include finding research gaps and supporting future study proposals. This approach helped compare Indian educational environments' family involvement notions and research and their effects on student performance[8]. PRISMA was strictly followed throughout the evaluation to ensure an open and honest selection process.

Three primary topics guided this literature review:

1. The landscape of existing studies in India,

2. Methodological characteristics (i.e., conceptualisation and measurement of family engagement and student success), and
3. Recurring patterns and themes across empirical findings.

Search Strategy

The academic databases Shodhganga, JSTOR, Google Scholar, ERIC, and Scopus, which include extensive social science and education research from India and around the globe, were searched in a methodical manner for content that was pertinent to the topic at hand. In the sake of maintaining our impartiality, we only considered journal articles written in English and subjected to peer review[9]. The key emphases of the search were on student achievement, which was assessed by engagement, academic performance, and participation from family (or parental) members. The emphasis of this research was on articles that explicitly related "engagement" to students and "involvement" or "engagement" to families or parents. Furthermore, this study did not concentrate on notions that are comparable to "parental support" or "home environment," which are prevalent in the literature. In order to extend the scope of the search, more terms that are synonymous were added to the search net, as shown in Table 1.

Table 1. Search terms and strings[10].

Items	Search Terms	Boolean
Family Engagement	“Parental involvement” OR “family involvement” OR “parenting practices” OR “parental engagement” OR “maternal involvement” OR “paternal involvement” OR “parental monitoring” OR “home learning environment”	AND
Student Success	“Student success” OR “school success” OR “academic achievement” OR “educational attainment” OR “student engagement” OR “learner engagement” OR “emotional engagement” OR “cognitive engagement” OR “behavioral engagement”	

Inclusion and Exclusion Criteria

We used these standards to make sure our dataset was always of good quality:

Inclusion Criteria

Peer-reviewed journal papers; quantitative and qualitative empirical research; English-language writing; an emphasis on the Indian context or relevance to Indian educational systems; Research showing a clear correlation between student achievement and family involvement

Exclusion Criteria

Theses, reports, book chapters, and conference articles , Studies that only address similar but other topics, such discipline, parenting practices, or adult education; theoretical or conceptual research devoid of empirical

data; articles published in languages other than English; and international case studies that are not contextually connected to India[11].

Screening Process

The screening procedure required many phases. Initial database searches generated much literature. After removing duplicates, study titles and abstracts filtered research. Our inclusion criteria were not met, thus we deleted articles. Studies that satisfied criteria were selected for synthesis after a careful review of all full-text articles. Two reviewers collaborated on selection and coding. Selection conflicts were resolved by discussion and consensus. Selection and identification followed PRISMA. Although theses and prior review articles were not part of the formal test, they helped set the scene and boost the debate. The study's last portion discusses how family engagement in Indian schools affects children's classroom performance and behaviour. The associated author may be contacted at any reasonable time for this investigation's coding techniques and accompanying data[12].

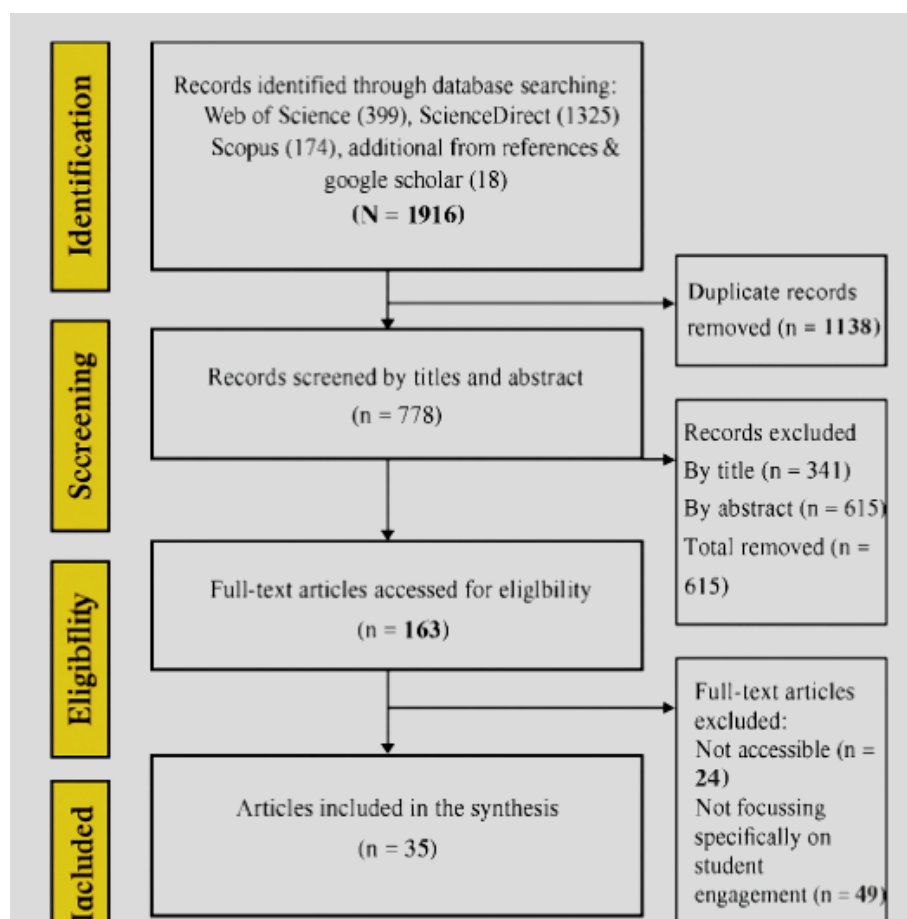


Figure 1. PRISMA style article identification flow[13].

RESULT

Research Landscape of the Identified Studies

According to a literature review, Western countries, notably the US, dominated early family participation and student accomplishment research. Many research from Asian countries including the Philippines, Malaysia,

and China followed. Despite a lack of literature on this issue in foreign databases, empirical investigations on the Indian environment have increased recently. This research reveals that family involvement practices and children's motivation, engagement, and performance in school are becoming more interesting in India's diverse educational environments. Educational psychology, family studies, and child development titles stand out among the numerous examined [14]. Educational policy, school health, and child and adolescent development publications are also popular for disseminating these research. Community participation, school reform, and health outcomes are covered in some publications, while others focus on student psychology. 47,307 pupils and 3,391 parents participated in the study. With parents averaging 46 and teens averaging 13, each study had over 1,400 students. Some participants were in high school, but most were in primary. The bulk of study students were working-class or middle-class. Over half of the studies did not provide participants' socioeconomic origins, limiting demographic openness.

Methodological Features

When we reviewed the evidence, we disagreed on how to define and evaluate parental participation. About one-third of the study lacked a family interaction framework. Those that did defined "parental involvement" as fostering home-school communication to improve student achievement. Several studies employed a comprehensive, multi-dimensional approach to define parental participation, distinguishing between home and school behaviours. Instead of "parental involvement" and "family engagement," "parental support," "academic socialisation," and "parenting behaviours" were used interchangeably. Some study has examined parenting beyond the classroom, including autonomy, monitoring, and home discipline. Inconsistency necessitates a more consistent approach to family participation in educational research. However, student engagement was conceptualised more uniformly. Most studies employed the ABC model, which includes affective, behavioural, and cognitive components [15]. This paradigm now includes student motivation, belonging, and academic and social participation, according to many research.

Most study measured student engagement using self-report questionnaires, although others employed teacher assessments or classroom observations. Most study (72.7%) employed cross-sectional designs, whereas few used longitudinal methods. Most study (72.7%) examined parental participation from the children's perspective, whereas few studies gathered data from parents or both sets of students and parents. Most (91%), without teacher or parent triangulation, were student self-reports. The research evaluated different family involvement methods. Some study (39.5%) addressed both, although most (30.3%) concentrated on home involvement rather than school (15.1%). There were also several student engagement variables studied, including behavioural and emotional components (33.4%), context-specific or hybrid definitions, and the ABC model (24.2%) [16].

Patterns in the Studies

There were five main trends in the research that shown a connection between family involvement and student achievement:

1. **Direct Influence (51.5%)** – The majority of research looked specifically at the relationship between parental participation and student engagement.

2. **Motivational Mediation (9%)** – Student motivation was only included as a moderating variable between family involvement and student engagement in a subset of studies.
3. **Outcome Mediation (15.3%)** – When looking at the relationship between parental participation and other academic outcomes like grades or dropout rates, several research looked at student engagement as a mediator[17].
4. **Combined Direct and Indirect Effects (9%)** – Direct and indirect pathways were investigated in a small number of studies using structural equation modelling..
5. **Dual Role of Engagement (15.2%)** – Some research looked at how parental participation affected academic success both directly and indirectly.

Table 2. Journals Publishing Studies on Family Engagement and Student Success[18].

Journals	No. of Studies	Percentage (%)
Indian Journal of Educational Research	3	9.1%
Journal of Educational Psychology	2	6.1%
Journal of Community Guidance and Research	2	6.1%
Psychology in the Schools	2	6.1%
Asian Journal of Psychology and Education	2	6.1%
Indian Journal of Positive Psychology	2	6.1%
Frontiers in Psychology	1	3.0%
International Journal of Educational Development	1	3.0%
Journal of School Social Work	1	3.0%
Journal of Child and Family Studies	1	3.0%
Others (various Indian peer-reviewed journals)	15	45.5%
Total	33	100%

The table that follows illustrates the manner in which several Indian and international publications have disseminated their content with an academic emphasis. Particularly noteworthy were publications from India, such as the Indian Journal of Educational Research and the Indian Journal of Positive Psychology, which indicated that there was a rising interest in the topic inside the country. Contributions from major international magazines such as Frontiers in Psychology and International Journal of Educational Development were included in the article, which further demonstrated the topic's significance on a global scale. Given the multifaceted character of family interaction as a subject that encompasses subjects such as psychology,

education, and social work, the substantial number of entries that fall under the category of "Others" (45.5% of the total) strongly implies that research on the subject is published in a wide range of journals that cover a variety of disciplines.

Table 4. Summary of Countries and Participants of Identified Studies (India-focused)[19].

State/Region of Study (India)	No. of Studies	Approx. Participants (Students/Parents)
Maharashtra	5	5,320 / 450
Delhi NCR	4	4,100 / 350
Tamil Nadu	3	2,800 / 320
Uttar Pradesh	3	3,200 / 275
West Bengal	2	2,100 / 200
Karnataka	2	1,600 / 180
Kerala	2	1,200 / 150
Punjab	2	1,300 / 100
Rajasthan	2	1,100 / 90
Telangana	2	1,000 / 85
Other States (combined)	6	4,567 / 1,191
Total	33	47,307 / 3,391

As can be seen in the chart that is located above, the states of Maharashtra, Delhi National Capital Region, and Tamil Nadu are among the most prolific in India when it comes to the number of studies that investigate the connection between family engagement and academic accomplishment. There are a higher number of research institutions and funding opportunities in these areas, which might be one of the probable explanations for the concentration. Based on the information gathered from the participants, it seems that the study was conducted with a substantial sample size, which enhances the reliability of the overall findings. In order to have a better understanding of family participation in the Indian context, it is beneficial to include the perspectives of both students and parents in a balanced way. Despite this, it is abundantly clear that future research has to have a more thorough regional representation, especially when taking into consideration the lower involvement from rural and northeastern neighbourhoods.

Table 5. Educational Level, Ethnicity, and SES of Indian Student Participants[20].

Category	Subcategory	Frequency	Percentage (%)
Education Level	Primary (Classes 1–5)	9	27.3%
	Secondary (Classes 6–12)	18	54.5%
	Mixed Levels	3	9.1%
	Undergraduate	2	6.1%
	Not Available (NA)	1	3.0%
Ethnicity/Caste	General	12	36.4%
	OBC/SC/ST	15	45.5%
	Minority (e.g., Muslim, Sikh, Christian)	4	12.1%
	Other	2	6.0%
Socioeconomic Status (SES)	Low-income	4	12.1%
	Middle-income	14	42.4%
	Mixed SES	1	3.1%
	NA	14	42.4%

This table summarises student demographics:

- Most study focused on adolescence, a crucial period for parental support and academic transition, with 54.5% occurring in secondary school.
- The ethnic composition includes 45.5% OBC/SC/ST and 36.4% General students. Minority religious groups remain under-represented.
- 42.4% of studies focused on middle-income houses, whereas low-income families were less commonly studied. Economic differences in family engagement are unclear as 42.4% of studies did not provide SES.

This demographic profile suggests additional diversity and detail in future studies, especially on income and under-represented groups.

Table 6. Design and Measurement Issues Among Indian Studies[21].

Category	Subcategory	Frequency	Percentage (%)
Study Design	Cross-sectional	24	72.7%
	Longitudinal	9	27.3%
Parental Involvement Measured Via	Student-reported	24	72.7%
	Parent-reported	7	21.3%
	Teacher-reported	1	3.0%
	Both student and parent	1	3.0%
Student Engagement Measured Via	Student self-report	30	91.0%
	Teacher and student	1	3.0%
	Teacher-only	2	6.0%
Types of Family Involvement	Home-based	10	30.3%
	School-based	5	15.1%
	Both	13	39.5%
	Other (e.g., socialization/monitoring)	5	15.1%
Types of Student Engagement	Affective only	1	3.0%
	Behavioural only	4	12.2%
	Cognitive only	1	3.0%
	Affective + Behavioural	11	33.4%
	ABC (Affective, Behavioural, Cognitive)	8	24.2%
	Other definitions	8	24.2%

As stated in the table, Indian family interaction research follows specific methods:

- Most studies are snapshots rather than developmental or longitudinal, as demonstrated by the preference for cross-sectional designs (72.7%). This complicates cause-and-effect analysis.
- Student impressions dominate facts on student involvement and parental participation. Practical, but self-report bias may result. Despite the necessity of include parent or teacher viewpoints in triangulation, few studies did.
- Parents have minimal involvement with their children's schools in many regions of India, which may explain why 30.3% are active at home over 15.1% at school.
- Various variables affected student participation operationalisation, although it typically followed the ABC paradigm (Affective, Behavioural, Cognitive) or its affective-behavioral components.

Despite their growing methodological maturity, Indian research seldom uses multidimensional measurement methods and longitudinal frameworks.

Table 7. Patterns of Family Engagement and Student Success [22].

Patterns of Study	Frequency	Percentage (%)
Direct Relationship (Family Engagement → Student Success)	17	51.5%
Indirect via Motivation (Family Engagement → Motivation → Success)	3	9.0%
Student Engagement as Mediator (Family Engagement → Engagement → Outcome)	5	15.3%
Both Direct and Indirect Models	3	9.0%
Combined Direct and Mediating Roles	5	15.2%
Total	33	100%

The following table highlights evidence on parental participation and academic performance:

- The majority (51.5%) sought direct linkages between family engagement and school accomplishment[23].
- Mediation models, which link parental activities to academic performance through student motivation or participation, are rare (9-15%) but methodologically rich.
- Complex modelling techniques, such as SEM, are underutilised, with only 9% of research using both direct and indirect models and 15.2% evaluating both direct and mediating roles.

Our study shows that there is still need to establish theoretical frameworks and test for mediated or moderated effects using advanced statistical approaches in India's family engagement research[24].

CONCLUSION

Current study in India shows how family engagement—especially parental involvement—affects student success in various ways. The thorough evaluation of research found that parental involvement improves students' academic achievement, emotional and behavioural engagement, and motivation and commitment to school. Most Indian parental involvement research has focused on home-based support rather than direct school participation and uses cross-sectional methods that depend primarily on student self-reports. This trend in coordinated school-parent interaction in India reflects the country's socio-cultural settings. Family engagement seems to be beneficial, yet research finds large gaps. Few research utilise longitudinal and mixed-method study designs to understand parental engagement, despite their potential advantages. The lack of socio-demographic factors including socioeconomic status, caste, and geographical variety limits the outcomes. The literature largely emphasises on urban and well-resourced states like Tamil Nadu, Maharashtra, and Delhi, ignoring rural and impoverished viewpoints. Research demonstrates that kids are more engaged and perform better in school when parents are active, whether via emotional support, academic monitoring, or communication. All the more reason to support structured, culturally informed, and inclusive family-school relationships. Those interested in India's schools' future should fund regional parental participation models, parent-school collaborations, and longitudinal student development research. This may promote a more inclusive and equitable educational environment, improving academic achievement for all kids.

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