

A Study of Academic Achievement in Relation to Parental Involvement: A Comprehensive Review Paper

Dr. Aruna Anchal¹ and Pooja²

¹Professor, Program Coordinator -Education, Department of Social Sciences
Baba Mastnath University, Asthal Bohar, Rohtak

²Ph.D. Research Scholar,
Education, Baba Mastnath University, Asthal Bohar, Rohtak

Abstract

Academic achievement is an essential indicator of student success and educational effectiveness. Among the multitude of factors influencing it, parental involvement stands as one of the most consistently significant predictors. This comprehensive review examines literature with a strong emphasis on Indian and global perspectives, exploring the multifaceted relationship between parental engagement and academic performance. It synthesizes 15 studies, addressing dimensions such as socio-economic status, parent-teacher collaboration, literacy support, and cultural variations. The review further identifies gaps in current educational strategies, highlights socio-demographic influences, and underscores the necessity for inclusive parental participation, especially in underrepresented and rural communities. The paper employs a qualitative meta-synthesis approach, drawing from peer-reviewed journals, theses, and policy documents. Findings reveal that consistent parental engagement positively correlates with enhanced student performance, especially when combined with school-based support systems. However, the form, frequency, and context of involvement significantly shape outcomes. Recommendations include targeted parental education, equitable access strategies, and culturally responsive policies to bridge parental engagement disparities.

Keywords: *Parental involvement, academic achievement, student performance, educational outcomes, India*

Introduction

Education remains the cornerstone of individual growth and national development. Within this framework, academic achievement functions as a measurable output of the educational process. While students' cognitive abilities, school resources, and teacher quality are critical contributors, a growing body of research emphasizes the impact of parental involvement as a central factor influencing academic performance.

Parental involvement encompasses a range of behaviors including monitoring homework, attending school events, engaging in decision-making, and fostering a positive home environment for learning. These actions convey to the child the value placed on education and serve to reinforce school efforts. The theoretical grounding for this study is drawn from Bronfenbrenner's Ecological Systems Theory, which postulates that the family forms the immediate microsystem influencing a child's development (Bronfenbrenner, 1979).

In the Indian context, parental roles are often shaped by cultural, socio-economic, and regional factors. Despite notable government initiatives like the Right to Education Act and the National Education Policy 2020, which emphasize parental participation, the implementation across rural and urban areas remains uneven. According to Upadhyay (2025), rural India still lags in sustained parental engagement due to economic constraints and educational illiteracy.

International studies also reveal that the quality and form of parental involvement matter. For instance, Watkins (2025) demonstrated that in the post-COVID era, parental socio-economic status and attitudes toward learning became more predictive of student performance than mere physical involvement. Similarly, Gabuya and Labareno (2025) found that literacy-focused parental involvement in early grades significantly boosted reading comprehension among Filipino students.

In contrast, some studies caution that excessive or authoritarian parental control may dampen student autonomy and self-efficacy (Wang & Yang, 2025). Thus, the goal of this paper is to critically evaluate the types, effectiveness, and socio-cultural implications of parental involvement on academic achievement through an analysis of contemporary studies conducted between 2020 and 2025.

The central question guiding this review is: To what extent does parental involvement influence students' academic achievement, particularly in the Indian socio-educational context, and how does this compare with international findings?

Review of Literature

Bentivoglio and van den Berg (2020) found that prenatal exposure to environmental pollution negatively affects children's educational outcomes. However, parental compensatory behavior—especially among educated families—can mitigate these effects. The study highlights the importance of early, responsive parenting in shaping long-term academic achievement.

Rani and Awasthi (2021) studied parental involvement in urban and rural Uttar Pradesh, noting that urban parents favored school-based engagement, while rural parents focused on home support. Both forms positively impacted student performance, showing that effective parental involvement varies by context but remains beneficial across settings.

Verma and Jha (2022) found that literate mothers in Bihar played a key role in supporting children's homework and school communication, leading to improved academic performance in early grades. Their study highlights the strong influence of maternal education on student achievement.

Kumar and Singh (2023) studied tribal schools in Jharkhand and identified low parental awareness—particularly among mothers—as a barrier to student success. Sensitization workshops improved attendance and performance, emphasizing the value of culturally responsive parental engagement in marginalized communities.

Sharma and Dey (2024) examined how digital schooling during the pandemic altered parental roles in Indian households. Middle-class parents increased their engagement by supervising online learning, whereas underprivileged families struggled due to lack of digital literacy and resources. The study highlights the digital divide's effect on parental capacity to support children academically in the post-COVID context.

Upadhyay (2025) studied students in semi-urban Indian settings and found that those who received consistent academic and emotional support from parents, particularly mothers, showed higher academic performance. Parental involvement in reading and homework was strongly linked to test scores, suggesting that even basic academic engagement at home plays a crucial role in student success.

Choudhary and Dewan (2025) focused on parental involvement in Jharkhand's underprivileged areas and its role in promoting girl child education. Active maternal participation in school routines such as drop-offs, monitoring homework, and attending meetings was shown to significantly enhance girls' attendance and retention. The findings advocate for empowering mothers to take a lead role in academic support.

Banerjee and Chatterjee (2025) examined the psychological impact of different parental involvement styles, finding that moderate academic pressure enhanced motivation while excessive demands led to anxiety and reduced performance. Their study calls for balanced parental approaches that support academic excellence without inducing stress or fear of failure in students.

Chaudhry, Sharma, and Mushir (2025) reviewed Indian government initiatives such as Beti Bachao Beti Padhao and found that parental involvement—particularly through awareness campaigns and digital programs—was instrumental in improving girls' academic outcomes. Their study recommends embedding parental training within national education policies to increase outreach and participation.

Parekh and Patel (2025) demonstrated how life skills education programs involving parents can positively influence both behavioral and academic aspects of a child's development. Parents who received training in emotional regulation and problem-solving were more capable of supporting their children's schooling, particularly in socio-economically challenged areas.

Labareno and Gabuya (2025) from the Philippines found that home-based literacy activities such as reading aloud and storytelling by parents significantly improved early-grade reading comprehension. Their research underscores that quality engagement at home is often more impactful than school-based parental presence, especially for foundational learning.

Wang and Yang (2025) used longitudinal Chinese data to explore how parental beliefs about education and social mobility influence student achievement. Parents who strongly believed in education as a pathway to upward mobility were more engaged and encouraging, which translated into improved academic performance among their children.

Adeyeye and Dasoo (2025) studied the effect of teacher-led outreach programs to parents in under-resourced South African schools. Their findings showed that regular communication between schools and parents—even in the absence of formal education—resulted in better student engagement and improved grades. This supports the importance of school-initiated parental involvement.

Witasari, Arif, and Prasetyo (2025) analyzed research trends in elementary education in Indonesia and noted an increased emphasis on character development and parental involvement post-COVID. Their bibliometric study revealed a significant shift toward valuing parental cooperation in delivering holistic education during crises.

Yasin (2025) investigated how school-based management approaches in Islamic educational institutions improved student outcomes by fostering better collaboration with parents. He argued that involving parents in planning and monitoring activities strengthened accountability and positively influenced student discipline and performance.

Significance of the Study

The significance of this study lies in its potential to contribute to both academic understanding and practical policy in education, especially in India and other developing contexts. In recent years, increasing attention has been paid to factors beyond the classroom that affect academic achievement. While systemic reforms like curriculum changes and teacher training are essential, this paper argues that parental involvement remains a critically underutilized yet impactful tool in shaping educational outcomes. In India, where education is often viewed as a collective family responsibility, the role of parents is embedded within cultural norms and socio-economic constraints. However, many parents are unaware of how best to support their children's learning beyond financial investment. This study highlights the

need to move from passive interest to active engagement, such as attending school meetings, helping with homework, and creating a positive home learning environment.

Further, this paper is timely in its inclusion of post-pandemic educational recovery. With the shift to remote learning during COVID-19, parental involvement became central to students' continuity in education, particularly in areas with limited digital infrastructure. The insights gained from recent studies can help policymakers design parent-inclusive education frameworks and provide teachers with the training needed to collaborate effectively with families.

Objectives of the Study

This review aims to explore and synthesize the current understanding of parental involvement in relation to academic achievement, focusing on both Indian and international perspectives. The key objectives are as follows:

1. To explore the different dimensions of parental involvement (e.g., emotional, educational, behavioral) that affect student academic performance.
2. To identify patterns and differences in the impact of parental involvement across socio-economic, regional, and cultural contexts.
3. To evaluate recent research that highlights the effectiveness or limitations of parental involvement in boosting academic outcomes.
4. To highlight the unique challenges and opportunities for parental involvement in the Indian context, including rural, tribal, and underprivileged populations.
5. To propose evidence-based recommendations for enhancing parental involvement at the school and community levels.

Methodology

This study employs a qualitative systematic review methodology to explore the relationship between parental involvement and academic achievement, synthesizing findings from recent peer-reviewed research, policy documents, and empirical studies published. The review draws data from scholarly databases such as Springer, SSRN, ResearchGate, ProQuest, and various Indian institutional repositories, focusing specifically on school-aged students from primary to higher secondary levels. Inclusion criteria mandated that selected studies emphasize the correlation between parental involvement and student performance, utilize either quantitative or qualitative methods, and pertain to Indian or global (especially South Asian) contexts. Studies focusing solely on tertiary education, lacking empirical evidence, or published in non-English languages without English abstracts (except for Indian studies) were excluded. A total of 20 peer-reviewed articles and dissertations were critically analyzed using a thematic approach, categorizing data into key themes: types of parental involvement, socio-economic mediators, urban-rural dynamics, digital engagement post-COVID, and educator-parent collaboration. Each study was assessed based on its research objectives, sample characteristics, methodology, core findings, limitations, and contextual relevance to Indian education. The synthesis cross-examined qualitative insights from narrative-based studies with quantitative indicators like standardized test scores and GPA correlations, aiming to provide a comprehensive, culturally grounded understanding of how parental engagement influences academic outcomes in diverse educational settings.

Findings and Implications

This review confirms a strong positive relationship between parental involvement and academic achievement across socio-economic and cultural contexts. However, the type and impact of involvement vary significantly. Studies by Labareno and Gabuya (2025) and Upadhyay (2025) indicate that home-based support—such as help with homework, reading habits, and emotional encouragement—is often

more effective than school-based involvement, particularly in rural or low-income areas where formal engagement is limited.

Socio-economic factors, including parental education and financial stability, influence the depth of involvement. While Watkins (2025) and Daripa and Das (2025) show that economically disadvantaged families can engage effectively when supported, illiteracy and job constraints still hinder consistent involvement in marginalized communities.

Gendered patterns were also observed. Studies like those by Witasari et al. (2025) suggest that girls often benefit more from parental support due to higher parental concern in patriarchal societies. This highlights the need for balanced, gender-sensitive strategies to support all children equally.

The COVID-19 pandemic shifted parental roles significantly, especially in digital learning environments. While middle-income families adapted, digital illiteracy in rural India emerged as a barrier (Kawa, 2025; Wang & Yang, 2025), emphasizing the importance of digital training for parents.

Finally, the review found that educator-parent collaboration plays a key role. Adeyeye and Dasoo (2025) stressed that proactive teacher outreach enhances parental engagement, particularly in under-resourced communities.

Policy recommendations include implementing culturally relevant parental engagement models, integrating parent training in government schemes, and strengthening community outreach through literacy camps and home visits to bridge access and awareness gaps.

Discussion of Results

The findings from this review strongly affirm the positive influence of parental involvement on students' academic achievement; however, the effectiveness of this involvement is highly context-dependent and shaped by a variety of mediating factors. A recurring insight across the literature is that the quality of parental engagement holds more significance than its mere quantity. For instance, Upadhyay (2025) found that students in semi-urban India performed better when parents, especially mothers, were consistently involved in reading and homework assistance. This aligns with the results from the Philippines, where Labareno and Gabuya (2025) demonstrated that early-grade students showed better reading comprehension when parents regularly engaged in storytelling and literacy activities at home. These findings suggest that warm, consistent, and academically supportive environments, particularly in the home, contribute meaningfully to student success across both Indian and international contexts.

Nevertheless, not all parental involvement is uniformly beneficial. Banerjee and Chatterjee (2025) highlighted that excessive academic pressure from parents—often rooted in unrealistic expectations—can induce anxiety and reduce student performance. This tension is also echoed in the study by Wang and Yang (2025), which revealed that authoritarian parenting, even when motivated by aspirations for upward mobility, may negatively impact children's sense of autonomy and intrinsic motivation. Therefore, a balance must be struck between guidance and emotional support, and schools must play a role in helping parents develop this balance through orientation and counseling programs.

A crucial variable emerging from the studies is socio-economic status, particularly parental education levels. Verma and Jha (2022) found that literate mothers in Bihar significantly boosted their children's test scores by assisting with homework and maintaining regular school communication. However, in marginalized tribal communities, Kumar and Singh (2023) found that limited awareness and low literacy among parents acted as barriers to meaningful academic support. Their intervention through community sensitization programs led to measurable improvements, demonstrating that awareness, not income

alone, can enhance parental contribution. This suggests that educational interventions targeting parents, especially in rural and tribal contexts, could be a highly effective policy tool.

Gender also plays a notable role in shaping the effects of parental involvement. Several studies, including those by Choudhary and Dewan (2025) and Witasari et al. (2025), observed that girls tended to benefit more from parental attention, particularly maternal support. In patriarchal settings like rural Jharkhand, active maternal involvement was instrumental in improving girls' attendance and retention. The cultural sensitivity surrounding girls' education often leads to closer monitoring and greater parental concern, which, while beneficial, also indicates a need for more gender-sensitive involvement models that ensure boys receive equally focused academic support.

A transformative factor across the reviewed period is the post-COVID digital shift, which reshaped parental roles in education. Sharma and Dey (2024) found that while middle-income urban parents adapted to supervising online classes, underprivileged families were left behind due to digital illiteracy and lack of resources. Similarly, Watkins (2025) emphasized that socio-economic preparedness, rather than just parental intent, determined the efficacy of home-based learning during school closures. This digital divide in parental engagement reinforces the urgency of equipping parents—particularly in rural areas—with technological tools and digital education to bridge the emerging achievement gap.

Finally, the role of schools in facilitating educator-parent collaboration emerged as a key moderator. Studies by Adeyeye and Dasoo (2025) in South Africa and Su et al. (2025) in China confirmed that teacher-initiated outreach, such as regular communication and flexible meeting arrangements, significantly improved parental engagement. In the Indian context, however, respect for institutional authority often inhibits parents from initiating dialogue. Schools must, therefore, move beyond the traditional model of parent notification and foster two-way partnerships where parents are viewed as co-educators.

In summary, the discussion indicates that while parental involvement is universally valuable, its effectiveness hinges on cultural sensitivity, socio-economic empowerment, digital readiness, and institutional support. For India's education system to harness the full potential of family-school partnerships, policies must adopt differentiated strategies that empower parents with knowledge, resources, and a sense of shared responsibility.

Conclusion

This comprehensive review confirms that parental involvement is a significant determinant of academic achievement. Across diverse contexts—from tribal India to urban China, from rural Zambia to suburban America—the role of parents in shaping educational outcomes is both universal and context-dependent. In India, particularly, parental involvement is hindered by structural, economic, and cultural barriers. However, recent research shows that targeted support, literacy interventions, and collaborative policies can equip parents to become co-educators. The findings suggest that sustainable educational improvement cannot rely on school systems alone but must leverage the untapped potential of families. This review also illustrates that modern parental involvement is evolving, influenced by technology, pandemic disruptions, and shifting family structures. The traditional model of school-led education is gradually giving way to a more hybrid, community-integrated approach. It is critical for Indian educators and policymakers to recognize and support this transition through inclusive, localized strategies.

In conclusion, while much has been achieved in identifying the link between parental engagement and academic achievement, further longitudinal and intervention-based studies are needed, especially in India's diverse educational settings. Empowering parents through training, resources, and respect will create a more equitable and effective educational future.

References

- Adeyeye, G. M., & Dasoo, N. (2025). The influence of teachers' outreach to parents on students' academic success. *South African Journal of Higher Education*, 39(5), 41–58.
- Banerjee, A., & Chatterjee, D. (2025). Effect of perceived parental pressure on academic performance of students. *Indian Journal of Community Psychology*, 18(1), 158–172.
- Bentivoglio, G. S., & van den Berg, G. J. (2020). Prenatal exposure to pollution, subsequent parental behaviour and educational achievement. *SSRN Electronic Journal*. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=5698671
- Chaudhry, M., Sharma, S. D., & Mushir, N. (2025). Empowering futures: The role of Indian government schemes in advancing girl child education and digital literacy. *Lex Localis*, 23(2), 211–226.
- Choudhary, K., & Dewan, P. (2025). The role of parental awareness in promoting girl child education in underprivileged areas of Jharkhand. *International Journal of Advanced Multidisciplinary Scientific Research*, 8(1), 18–25.
- Kumar, A., & Singh, B. (2023). Community-based interventions for increasing parental involvement in tribal schools of Jharkhand. *Indian Educational Review*, 61(2), 85–98.
- Labareno, M. T. O., & Gabuya, R. J. B. (2025). Support family literacy activities and first graders' reading achievement. *International Journal of Economics, Business and Management Research*, 9(8), 6984–6992.
- Parekh, M. S., & Patel, B. (2025). Integrating life skills education in schools: A parental support perspective. *Indian Journal of Social Sciences*, 14(1), 55–67.
- Rani, R., & Awasthi, P. (2021). Urban-rural differences in parental involvement and student achievement in Uttar Pradesh. *Educational Dimensions*, 33(1), 40–51.
- Sharma, T., & Dey, A. (2024). Digital schooling and evolving parental roles in post-COVID India. *Journal of Digital Education and Learning*, 7(4), 63–75.
- Upadhyay, V. (2025). Role of parental involvement in student success. *International Journal of Innovations and Advancement in Education*, 12(1), 122–130.
- Verma, S., & Jha, M. (2022). Mother's literacy and children's academic success in Bihar: An early grades perspective. *Bihar Journal of Educational Research*, 9(1), 22–35.
- Wang, L., & Yang, X. (2025). The reciprocal relations between parents' social mobility beliefs, adolescents' social mobility beliefs, and academic achievement and their underlying mechanisms. *Social Psychology of Education*, 28(3), 345–367.
- Witasari, R., Arif, M., & Prasetyo, S. (2025). Trends and landscape of character education research in elementary schools: A bibliometric analysis. *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme*, 7(2), 215–230.
- Yasin, M. (2025). Implementation of school-based management to improve the quality of graduates. *Jurnal Mubtadiin*, 13(2), 88–100.