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EDUC580: Educational Research:

Designs and Procedures

Module Assignment: Action Research Paper/Report

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Investigating The Impact of Parental Involvement on Students' Academic Achievement.

ABSTRACT

This study directly seeks to examine parental involvement in students' academic performance which is evident through the various dimensions of different socio-economic vulnerabilities present within the selected public schools. The identified goals include understanding the effect parental engagement has on achievement, aspects analyzed concerning various family types and socio-economic statuses, and, finally, subjective aspects of parental involvement through the eyes of students.

The present study utilizes arrangement survey questionnaires of 100 parents from various socio-economic backgrounds, administered quantitative research methodology. The collection of the data is official school records, structured questionnaires regardless of parent-teacher conferences, and survey questionnaires to capture a particular type the perspective on the store. There both were also conducted the literature review to fulfill the theoretical perspective. Descriptive statistics show the equal gender composition of the participants, with correlation and regression analyses depicting complex parent perceptions, involvement levels, and academic performance relationships. The analysis brings to the fore intervention programs that need customization; communication reception differences between teacher-parent and cultural issues in maximizing such positive effects.

The findings of this study indicate parental involvement as a key determinant of academic performance but also demonstrate the difficulty in perceptions and choice between various forms of engagement. Suggestions are developed with parental involvement programs, cultural competency training for educators, and long-term research of long-lasting impact. The results stress the need for building supportive relationships between schools, parents, and the community to form a productive learning environment.

RATIONALE FOR RESEARCH

Background of Study

Parents' involvement in the study process of their students is considered to have as much importance for increasing youngsters' academic performance and school grades. Schools and communities know that parent/community should have a say in the education system; hence they strive to increase their participation. Parental involvement is anticipated by most educators. Parental involvement manifests in different ways, inclusive of guidance with homework; financial and emotional support; and a place for children to do their schoolwork or attend activities at nearby schools. and basically, parent involvement is the active participation of parents in child education (Coşkun & Katıtaş, 2021).

International research also demonstrates robust support, with the many meta-analyses across various populations at different levels of education revealing a highly positive parent involvement in achievement. In addition, while there is a broad spectrum of parental engagement definitions, some more general and others quite specific; the common factor in research results relates to the positive impact of parent involvement on child academic performance. For instance, this influence was evident in Jeynes, (2010), where a meta-synthesis of nine studies can be found no matter the definition or measures used (Jeynes, 2010). The passage of many bills in the later part of this decade has indicated that parental involvement is critical. The reauthorization of ESEA in 1994 through the No Child Left Behind (2002) has made parental involvement become a vital concern for national policymakers. Parental engagement resurfaced yet again with IASA and the subsequent Goals 2001 (Barnard, 2004).

The above-mentioned activities in addition to other highlighted actions provided insight on the importance of parental (family) involvement for children's emotional wellness and learning. In numerous studies, family involvement in education has become more and more popular. The findings of the study confirm that parent engagement correlates with student achievement and quality schools (Stephani L. Wrabel, 2023).

The presence of parent-school partnerships in the work allows us to conceptualize roles and relationships as well as their impact on children's development through a wider lens. From this point of view, families and schools represent the main stakeholders in defining their roles and

forms of engagement providing different types of activities that will act as a way of building relationships according to specific educational environment. According to the key discoveries in family-school science, this partnership has a positive impact that supports performance and academic success among other benefits (Warnasuriya, 2018). Therefore, this research aims to advance the discussion of parental involvement in school among Chilean students. The study's objective is to investigate the impact of various parental involvement on children's academic performance.

RESEARCH QUESTIONS AND RESEARCH OBJECTIVES

Research Questions

- How does parental involvement impact the academic performance?
- What are the impacts of parental involvement on students' academic achievement?
- Is the effect of parental participation on children's academic performance significantly different across different types of families and socioeconomic statuses?
- How do parents' efforts to help their children with homework and other study-related tasks influence their children's study habits and drive to succeed in school?
- Is there a correlation between students' perceptions of parental participation and their academic achievement?

Research Objectives

- To understand how frequency and type of parent-teacher communication affect their performance, utilize quantitative measures to identify trends across grades.
- To understand the broad, multidimensional effects of parental engagement in school-based activities on students' overall educational performance reflecting cognitive skills, noncognitive ones as well as social development.
- To isolate and measure the direct individual effects of parental support for homework and study aid in forming favorable learning behaviors as well as academic motivation among youth.

- To examine possible variations in the influence of parental engagement on learning outcomes depending on family structures and socio-economic circumstances, promoting a refined perspective toward equity inhibition by educational accomplishments.
- To understand the subjective facet of parental involvement by evaluating students' opinions and experiences, as well as their correlation with academic outcomes to unveil the psychosocial pattern behind parenthood influence.

LITERATURE REVIEW

The work by Smokoska (2009) is a case study on parental implications in the achievements of students within middle school settings that emphasize patterns based on ethnic groups. This study was conducted in a multiracial suburban school in Chicago, which has 41 student and parent participants. Using surveys and statistics in students' final grades and MAP scores, the study has shown that parents of White children demonstrate more communication with schools relating to performance than Blacks or Hispanics. Although the Pearson correlation showed a pattern of significant positive relationships among some parent involvement types and performance, such as parents signing weekly grade reports or initiating calls to school several components related to parental participation did not influence statistical significance for their effect on achievement. The current study provides valuable insights into the covertness of parental involvement, ethnicity, and middle school achievement (Smokoska, 2020).

Wilder's (2014) meta-synthesis synthesizes findings from nine meta-analyses investigating the impact of parental involvement on academic outcomes. Recognizing the importance of parental involvement in educational reforms, Wilder's study can identify generalizable trends. Regardless of what parental involvement is described as and how academic accomplishment is measured, there appears to be a clear correlation between the two. Significantly, the study shows that specifying parental involvement as an expectation for children's academic success results in the greatest effect while defining it as help with homework demonstrates the least impact. Wilder's synthesis also highlights the uniformity of relations both in terms of grade levels and ethnic groups, though with varying strengths depending on what assessment was used (Wilder, 2014).

Erdem and Kaya (2020) examined the difference between home-based parental involvement strategies in students' academic achievement at preschool, elementary school levels as well secondary levels. Analyzing 55 independent studies between the years of 2010 and 2019, a study concludes that parental involvement overall has positive effects on academic performance but these are relatively small. Parental expectations are also worth noting as they appear to be the most powerful predictor of excellent academic performance. On the other hand, parental control shows a negative albeit small influence. An intriguing detail disclosed is the fact that it does not change between parental involvement in education levels, types of measurements, and areas of measurement. On the other hand, a country's developmental level modifies its effect reflecting one more contextual element of this relationship. The meta-analysis by Erdem and Kaya contributes more precise data to the literature as it reveals how different aspects of parental involvement affect students' academic performance depending on the educational stage, setting, or both (Erdem & Kaya, 2020).

Hood and LoVette's (2002) research investigates the fluid connection between parents' perceptions of their involvement and the academic performance of children across 134 schools in Louisiana. Using the School Analysis Model 2000, the study focuses on six dimensions of parental engagement comprising: Parent-School Partnership; Administrative Leadership; school climate and Culture; Curriculum and Instruction as well as the Louisiana Public School District Accountability System. The findings of the study show that parents' perceptions toward administrative leadership, curriculum, and instruction as well as school climate significantly predicted a school score where favorable climates positively correlated with improved performance scores. However, no remarkable associations were found between the parental perceptions of their participation and academic performance levels poverty level, or school location. Inequities occurred as a consequence of race and education level, leading to the finding that white parents with higher educational levels had more positive perceptions regarding their total involvement (Hernandez-Monreal, 2019).

Shute (et al., 2011) Meticulously reviews the PI-achievement relationship, focusing on the secondary school level. Individual PI variables and the academic outcomes related to them are investigated in this research, with a special focus on parent-child communication, parents' expectations for getting an education along implementing an authoritative style of parenthood as

predictors have been found. There are promising correlations, particularly in the spheres of active communication about school activities, parents fostering high expectations for their children, and authoritative parenting. The paper acknowledges the challenging nature of these relationships, offering more detailed analyses of multiple variables. Notably, the review highlights such weaknesses of nonexperimental research and emphasizes that both children's, as well as parents' judgement of their achievements, should be taken into account (Shute et al., 2011).

The impact of PI in schools on academic achievement at both child and elementary school levels is investigated through a longitudinal study by Park & Holloway, (2017). Utilizing the Early Childhood Longitudinal Study–Kindergarten Cohort dataset, the study categorizes PI into three types: Private-good PI (centered on one's child), public-goods PI (aimed at school improvement), and peer networking. Results show that all three types have a positive correlation with student-level mathematics achievement, and private research investment PI is also related to reading achievement. Public-good PI and parent networking thus contribute to better school-level achievement. Significantly, the research reveals SES differences. We can see that public-, as well as private-good PI is felt stronger for mathematics achievements of the HSES students, while aggregated PGP is more powerful in the case of schools with low SECS (Park & Holloway, 2016).

Fan and Chen's meta-analysis (2001) however confront the popular idea that parental participation results in positive for students' academic performance. The study acknowledges the intuitiveness of such a notion and goes on to describe the empirical landscape, having found that much of the exploration literature is qualitative with very little data. The meta-analysis incorporates quantitative studies, showing a moderate and practically significant association between parental engagement from one perspective, and academic achievement in another light. Notable findings show that the strongest link is found between parental aspiration and expectation for children's education; however, a weak relationship exists with this spiritual influence in terms of homework monitoring (Fan & Chen, 2001).

The focus of Jaiswal and Choudhuri's (2017) review paper is on the complex connection between parental engagement with students` school performance, especially at the primary school level. Using JSTOR and Google Scholar search engines, this study addresses parental practices that include the style of upbringing and parents' expectations as well as diverse activities for home involvement at school. Empirical research evidence shows that parental involvement comprising

a wide range of constructs has significant effects in the sphere of academic performance (Jaiswal, 2017).

METHODOLOGY

Participants:

The focus of this study is the role parental involvement plays in influencing performance among second and third-grade students attending schools with high levels of socio-economic vulnerability. The sample for survey questionnaires was 100 parents or guardians actively concerned with the education of their children. The public schools were selected in a very careful manner, which manifested the variety of socio-economic backcloths that help to understand better parental engagement in some challenging educational environments. The age of the participants ranged from 20 years to 89 years which included both parents and guardians. Simultaneously, the age of pupils was between 12 and 20 years intended for second-year students. To make sure that the study on parental engagement reflected a clear picture encompassing various stages of life for parents, they chose to limit their age range wide enough accordingly (Saris & Gallhofer, 2014).

In the study population, many of them were mothers and the majority. This is a pattern that is common in educational studies where mothers are placed at the center of their children's worlds. However, the inclusion of fathers and guardians creates more holistic research on parental engagement mechanisms. The other critical factor of the demographic description was education. The great majority of the fathers and mothers had secondary school levels, which could be viewed as a foundation for formal education. Following high school, the most common educational level was elementary. For some of the participants, they had not received any formal education at all whereas others were professionals or university graduates. These differences in education level raise the study's ability to measure parental involvement across different levels of attained educational qualifications through survey questionnaires (Roopa & Rani, 2012).

By focusing on public schools, an institution caste under socio-economic vulnerability demonstrates a need to understand parental engagement in harsh education environments. However, the educational career comes with diverse difficulties stemming from economic disparities; hence this research is a necessary instrument for fighting these injustices. The sample

was based on purpose, and from public schools of diverse socio-economic standing. The methodology specific to the targeted sampling was intended with a wide variety of experiences in mind, acknowledging that parental engagement dynamics differ vastly by socioeconomics (Dalemans et al., 2009).

At the center of this study were ethical issues. The procedure of getting consent was made informative from all participants stating that the participation is voluntary. To protect the participants' privacy, strict anonymity and confidentiality measures were used. Despite efforts to preserve the composition according to class diversity, it is not known whether similar findings can be generalized. The chosen target group and the socio-economic background may limit the generalization of results to other types of educational institutions. As for the methodology of participant selection, this study attempted to capture a holistic and textured insight into parental involvement in second-third & bedroom school students' academic lives. Wide represents attributes increase the study's ability to reveal patterns and insights important for devising targeted interventions in difficult educational settings (Fisher, 2020).

Interventions and Data Collection:

To be more explicit, this study is a component of a wider research field that focuses on the efficacy of interventions that were established to improve the connection between schools and the parents of their students. A second purpose is to analyze the academic performance of second graders who attend public schools that are characterized by acute socioeconomic disadvantage. The first objective is to evaluate the effect that these interventions have on the rates of parent engagement, and the second objective is to evaluate the academic performance of these students. Universidad de La Frontera's Ethics Committee and the Chilean National Commission for Scientific and Technological Study have both granted their clearance to the study endeavor. Both of these organizations support the initiative (Weissbrodt & Fraser, 1992).

Before commencing the process of data collection, the researchers made certain that they had obtained permission from the schools that were part of the study. Following that, the documents of informed consent that were being handled were finally sent to the guardians of the children who had participated in the study with their signatures appearing on them. During this stage, this phase provided clarity on the purpose of the study, its procedure, as well as the fact that participation was voluntary. The ethical basis of this research was enhanced as a result of the fact that they were

carried out in full conformity with the established procedures for institutional review as well as the national ethical standards (Pinkelman & Horner, 2016).

Data Collection

The official school records gave a detailed analysis through descriptive statistics using the software SPSS to gain data on students' learning results. All indicators of academic performance such as grades, and test scores among others were compiled from the official school records. This quantitative data gave a reliable indicator of student performance. Data on parental support was elicited from the families. At the end of that school term, survey questionnaires were given to parents during parent-teacher meetings. The questionnaire used as a measure of parental involvement had different dimensions which included parents' participation in school activities, interaction with teachers, and help provided to the student. The questionnaire was designed to collect information on parental behavior in the past academic year (Sadan, 2017).

The collection of data happened at the end-of-year parent conferences, where parents reflected on their involvement during the school year. There were trained research assistants, who were specially prepared for the study and actively administered questionnaires. The presence ensured standardized data collection protocols and any questions from participants could be dealt with. This study, being ethical and using scientific data collection methods holds the vision of a wider family-school connection project. The findings from this study can provide the policy implications for interventions aimed at increasing parental involvement in challenging socioeconomic settings (Somekh & Lewin, 2004).

In terms of interventions, this research is very conservative, and ethical considerations are at the core. It is believed that this collected information will allow for a more thorough analysis of how parental involvement in public schools with social and economic risks affects student performance. To achieve this, official school records and parent questionnaires will be used during specifically arranged parent-teacher conferences. The use of research assistants adds validity to the process of data collection.

Data Collection Procedure:

The process of data collection in this research study was thoughtfully organized to ensure thoroughness, accuracy, and adherence to ethical standards. This elaborate process involved the signing of informed consent forms and questionnaires, and the official acquisition of school records covering both student learning outcomes as well parental involvement.

Nevertheless, before the inception of any data-gathering activities the research team had been approved by the Ethics Committee from Universidad de La Frontera and the Commission for Scientific Investigation National Council from Research Respectively. These approvals signaled the embodiment of ethical values and the protection of participants. The informed consent forms were written in both Spanish and some of the indigenous languages that have described the objectives, procedures as well as voluntary participation. Parents who acted as legal guardians of the student were addressed during school meetings and after informing them about their doubts, they signed the informed consent forms (Laura, 2019).

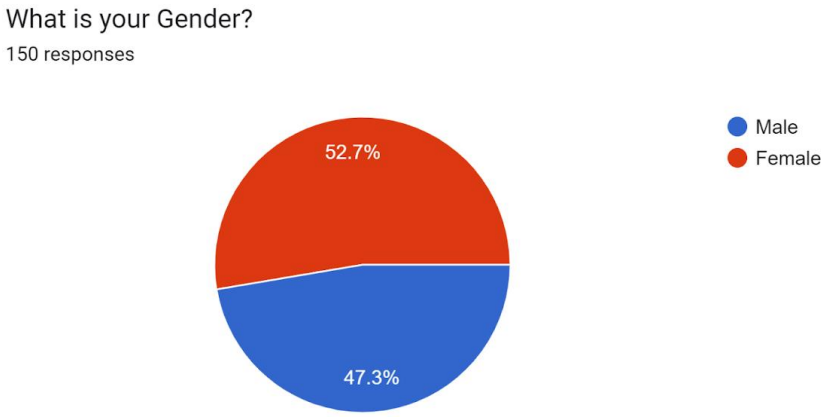
Information on student achievement included grades, test scores, and any other pertinent measures recorded through official school records. These records gave a comprehensive picture of students' learning accomplishments throughout the academic year. School administrators were looked for in conducting the assortment of academic data that was kept secret and consistent with being depended on. The parental involvement data was collected as one of the questions accessible to parents in a structured questionnaire provided during organized meetings with teachers scheduled at the end of the school year (Đurišić & Bunijevac, 2017). These meetings were carefully picked to have a reflective orientation towards parental involvement across an academic cycle. The questionnaire, developed in collaboration with educational specialists and culturally modified, included several aspects of parental participation. This ranged from going to school functions, interacting with teachers, and joint homework activities participating in some events that were being held in the school. The questions were crafted to offer a comprehensive and refined response to show various ways parents participated. The investigators used questionnaires to collect information from the respondents that were distributed by research assistants who had whole-mindedness about the objectives of this study as well as ethical guidelines. They also had to deal with questions of clarification of any uncertainties, as well as the voluntary secretive nature of involvement.

The fact that data collection is done at the end of the school year provides for reviewing parental involvement during all academic periods (OECD, 2023). By employing such an approach, the possible biases related to contemporaneous data gathering were minimized and a general impression of parental content over various stages of the academic year was presented. All the information that was collected from official school records and parental questionnaires was treated anonymously. A highly secure database was created, accessible only by authorized members of the research team. Different statistical analyses like descriptive statistics and perhaps inferential tests were intended to establish patterns or associations between parental involvement and student learning outcomes. The research team followed a strict quality control procedure. Meetings were held periodically to address any problems, maintain uniformity in data collection, and continue the training of research assistants. Before the actual administration of the questionnaire, piloting was carried out to ensure early detection and remedial action on any ambiguities or issues.

DATA ANALYSIS & PRESENTATION OF RESULTS OF FINDINGS

Descriptive Statistics

Looking at the demographic landscape of our research which comes with 150 participants enables us to uncover a relatively balanced gender representation.

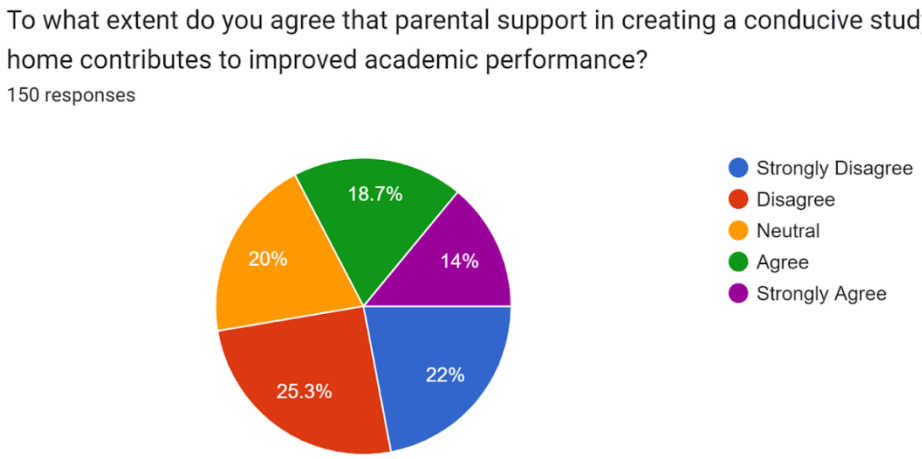


Among the individuals that participated in the study, at least 50% were identified as women; with 47.3% finding themselves in the category of men. This almost equal division makes inclusive research on the influence of parental involvement level on children's performance within genders

possible because the sample is diverse and representative. During the analysis, we should consider the gender distribution of the research population, to confirm that our results can be applied both for male and female student cohorts.

Parental Involvement and Academic Achievement

The analysis of responses to the questionnaires from 150 participants reveals that there is a significantly different approach to parental support in creating a study-friendly atmosphere within the group. While 33.7 percent believe that such help is advantageous, a significant 20.0 do not know what to say as regards it.



Just the opposite, nearly half of the people certainly do not agree or strongly do not agree with the statement as 47.3% are in severe disagreement or just disagree. This is to say that this relationship between parental involvement and academic achievement is not an easy one, as it is apparent from the above difference of opinions. It would be beneficial to go further into the causes behind these differing opinions, taking into account things like personal experiences or socio-economic backgrounds. For effective solutions to be developed to maximize the influence of parental support on kids' academic achievement, it is essential to understand these subtleties.

Correlation Analysis:

There is a 0.093 Pearson connection between students' perceptions of whether parental engagement changes with age or grade level and the amount of parental involvement in checking homework completion. At the standard significance level of 0.05, the corresponding p-value of 0.256 indicates that the association does not have statistical significance.

Correlations

	How involved are you in monitoring your child's homework completion and providing assistance when needed?	In your opinion, does the level of parental involvement vary based on the age or grade level of the student?	To what degree do you perceive parental communication with teachers as beneficial for student academic success?	To what extent do you believe that parental involvement positively influences a student's motivation and attitude toward learning?	How effective do you think regular parent-teacher conferences are in enhancing communication and understanding about a student's academic progress?	To what extent do you 4 that parental support in creating a conducive study environment at home contributes to improved academic performance?	To what extent do you believe that parents' active participation in their child's education positively influences academic performance?

How involved are you in monitoring your child's homework completion and providing assistance when needed?	Pearson Correlation	1	.093	.031	-.186*	.083	.002	.159
	Sig. (2-tailed)		.256	.703	.022	.313	.982	.052
	N	150	150	150	150	150	150	150
In your opinion, does the level of parental involvement vary based on the age or grade level of the student?	Pearson Correlation	.093	1	.102	.047	.104	.072	-.065
	Sig. (2-tailed)	.256		.213	.572	.203	.380	.428
	N	150	150	150	150	150	150	150
To what degree do you perceive	Pearson Correlation	.031	.102	1	-.041	.012	-.176*	-.094

parental communication with teachers as beneficial for student academic success?	Sig. (2-tailed)	.703	.213		.620	.888	.031	.254
	N	150	150	150	150	150	150	150
To what extent do you believe that parental involvement positively influences a student's motivation and attitude toward learning?	Pearson Correlation	-.186*	.047	-.041	1	.027	.065	-.029
	Sig. (2-tailed)	.022	.572	.620		.739	.429	.725
	N	150	150	150	150	150	150	150
How effective do you think regular parent-	Pearson Correlation	.083	.104	.012	.027	1	.011	-.057
	Sig. (2-tailed)	.313	.203	.888	.739		.893	.490

teacher conferences are in enhancing communication and understanding about a student's academic progress?	N	150	150	150	150	150	150	150
To what extent do you 4 that parental support in creating a conducive study environment at home contributes to improved academic performance?	Pearson Correlation	.002	.072	-.176*	.065	.011	1	.093
	Sig. (2-tailed)	.982	.380	.031	.429	.893		.258
	N	150	150	150	150	150	150	150
To what extent do you believe	Pearson Correlation	.159	-.065	-.094	-.029	-.057	.093	1

that parents' active participation in their child's education positively influences academic performance?	Sig. (2-tailed)	.052	.428	.254	.725	.490	.258	
	N	150	150	150	150	150	150	150

The complex interplay between many dimensions of parental participation and views on academic achievement is shown by the correlation analysis. A tenuous relationship may exist between parents' thoughts about different levels of participation depending on the student's age or grade level and their involvement in overseeing homework ($r = 0.093$). The absence of a statistically significant difference ($p = 0.256$) suggests that parents' views of engagement differences across academic levels may not be greatly influenced by the extent of supervision in homework completion.

Parents' beliefs in the effectiveness of providing a suitable study environment at home and the perceived advantages of communicating with instructors are somewhat negatively correlated ($r = -0.176$, $p = 0.031$), which is an interesting finding. This suggests that parents who see less value in talking to teachers may place a higher value on the role of the home environment on a student's academic performance.

Regression Analysis:

The above regression model shows a very strong linear connection between the independent variables and the dependent variable, with an R (multiple correlation coefficient) of 0.826. Having said that, the included independent factors only explain around 5.1% of the dependent variable's variation, according to the R Square, which is 0.051. Academic attainment is influenced by variables outside what the model takes into account, as shown by its low explanatory ability. By taking into account the sample size and the number of predictors, the Adjusted R Square gives a more cautious assessment of the model's quality of fit; it is 0.011. It is important to use care when generating predictions since the model may not generalize well to fresh data, as shown by the low Adjusted R Square score.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.826	.051	.011	1.372

A measure of the typical dispersion between actual and anticipated results is the standard error of the estimate, which comes out at 1.372. A better model would show a lesser standard error of

prediction. Given the listed factors, predicting academic success with some measure of accuracy can be undertaken according to the value of the standard error.

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Conclusion

To conclude, while studying the influence of parental engagement on students' performance this study uncovers complicated interdependencies and views among parents. The results show that there is a variety of opinions about the appropriateness of parental support to create an environment favorable to study. It is estimated that a large number of people believe in the benefits, but many also question it or abduct from saying such. Moreover, correlations show the complicated interrelationship between parental perceptions, engagement levels, and academic achievement. Still, the regression analysis shows that included independent variables account for a small percentage of variance in academic performance. This suggests that other unaccounted-for variables outside the model influence student academic performance. The research is undoubtedly insightful but points out the importance of a broader understanding generated by scholars that would include more refined dynamics behind academic success.

Implications

The research implications of the study will materialize on various levels such as teachers, policymakers, and parents' practice. First, it underscores the need to appreciate that parents perceive differently and parental involvement can be subjective. Recognizing these divergences is vital to creating successful strategies that are consistent with the distinct perceptions and views of parents. Additionally, the results highlight the importance of focused intervention to strengthen parental involvement, particularly in impoverished public schools. The parental support convinced the differing stance which predicates the need for approaches to address how different ideas and thoughts were convincing all along. They depend on both pen personal practices and socioeconomic backgrounds of persons who endeavored to fight in life way round. Policymakers need to introduce programs that address the specific issues parents deal with in these environments. The fact that there is a negative correlation between parents' perceptions of the usefulness of a

conducive study environment and perceived benefits from contacting teachers also demonstrates possible tradeoffs. The dynamics between parents and teachers must be important to educators when looking to achieve an environment where they encourage collaboration, but taxes in this value grow from the benefits of home support and teacher communication.

Recommendations

- It is recommended to craft parental engagement programs that are aligned with the diverse perspectives and needs of parents. These programs should be designed to provide opportunities that adapt to different involvement levels and parental contributions to a child's educational path.
- Promote and support proper communication routes between teachers and parents. Workshops, seminars, and regular feeds can close the gap of communication where a mutual relationship is developed that facilitates students.
- Train educators on cultural sensitivity to appreciate different backgrounds. This will also increase their ability to interact with parents from various cultures, thereby promoting an all-inclusive society.
- Promote school-community partnerships to provide an enabling environment for students. Parental engagement can also be used to support community contributions that make additional resources available, improving the overall educational experience.

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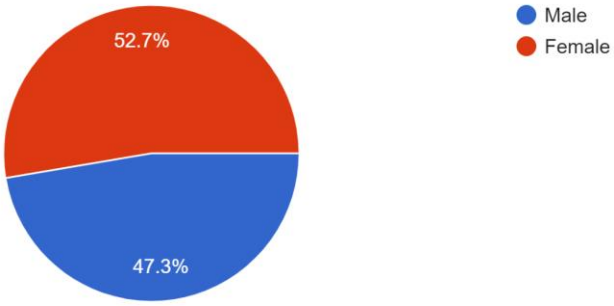
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APPENDIXES

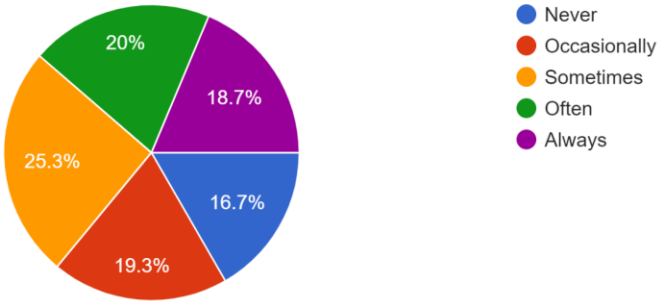
What is your Gender?

150 responses



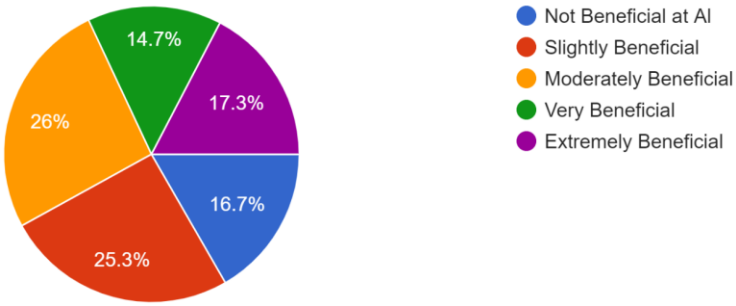
How often do you engage in educational activities with your child outside of regular homework, such as reading, educational games, or discussions about school topics?

150 responses



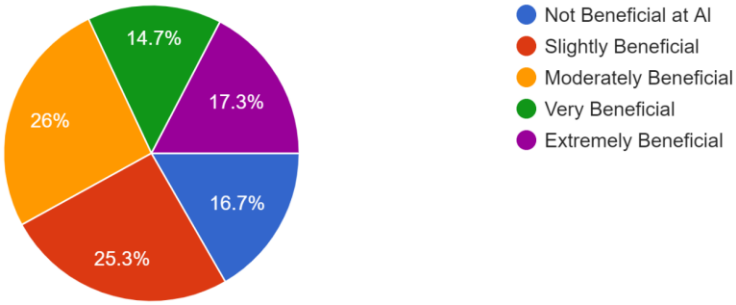
To what degree do you perceive parental communication with teachers as beneficial for student academic success?

150 responses



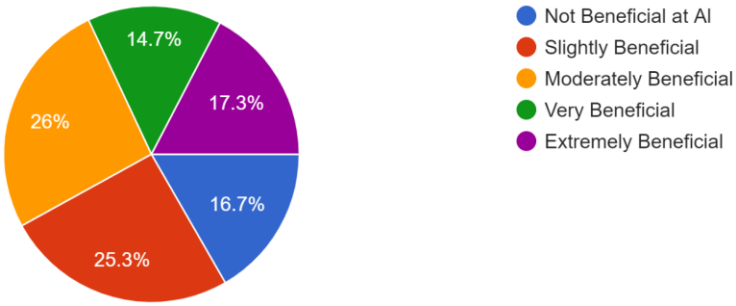
To what degree do you perceive parental communication with teachers as beneficial for student academic success?

150 responses



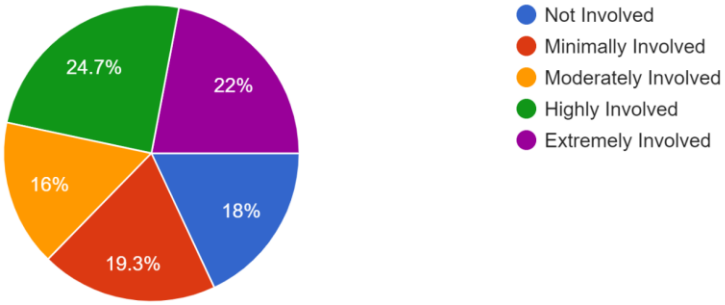
To what degree do you perceive parental communication with teachers as beneficial for student academic success?

150 responses



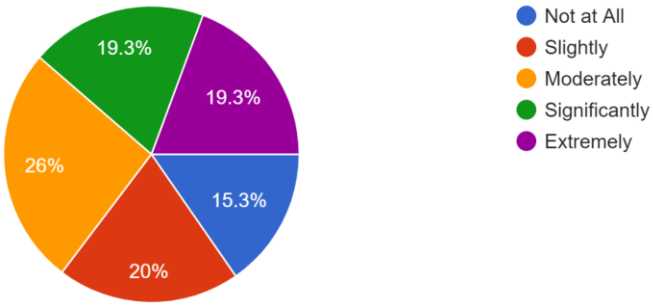
How involved are you in monitoring your child's homework completion and providing assistance when needed?

150 responses



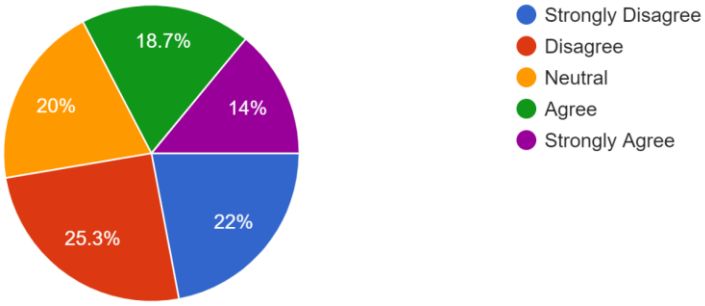
In your opinion, does the level of parental involvement vary based on the age or grade level of the student?

150 responses



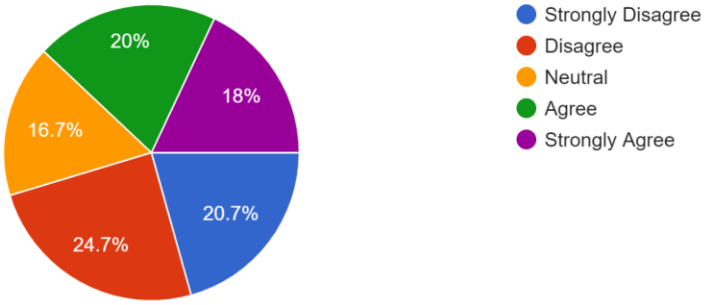
To what extent do you agree that parental support in creating a conducive study environment at home contributes to improved academic performance?

150 responses



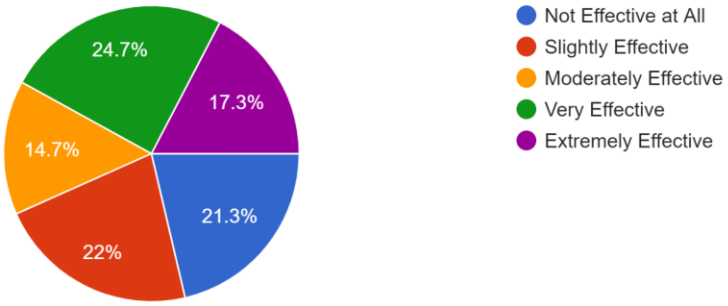
To what extent do you believe that parental involvement positively influences a student's motivation and attitude towards learning?

150 responses



How effective do you think regular parent-teacher conferences are in enhancing communication and understanding about a student's academic progress?

150 responses



Appendix 2:

How involved are you in monitoring your child's homework completion and providing assistance when needed?	In your opinion, does the level of parental involvement vary based on the age or grade level of the student?	To what extent do you 4 that parental support in creating a conducive study environment at home contributes to improved academic performance?	To what extent do you believe that parental involvement positively influences a student's motivation and attitude toward learning?
2	4	4	1
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5	4	5	2
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4	2	1	2

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