



PARENTAL INVOLVEMENT AND ITS PSYCHOLOGICAL INFLUENCE ON STUDENTS' ACADEMIC SUCCESS

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ABSTRACT:

This study examines the psychological influence of parental involvement on students' academic success. It explores how parental support, communication, and expectations shape students' motivation, confidence, and performance. Data is collected from both students and parents through structured surveys. The study analyzes the relationship between levels of parental involvement and academic achievement. The findings suggest that positive parental engagement significantly enhances students' motivation and self-confidence. The research highlights the importance of strong home-school collaboration in fostering student success. It also recommends organizing awareness programs to encourage effective parental participation in education. The study contributes to the holistic development and improved academic performance of students.

KEYWORDS:

PARENTAL INVOLVEMENT, ACADEMIC SUCCESS, STUDENT MOTIVATION, HOME-SCHOOL COLLABORATION, PSYCHOLOGICAL INFLUENCE.

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INTRODUCTION

Education is not solely influenced by classroom teaching; the home environment plays an equally important role in shaping students' academic outcomes. Among various external factors, parental involvement is considered one of the most significant determinants of students' educational success, as it includes active participation through support, communication, supervision, and encouragement (Epstein, 2001; Hoover-Dempsey & Sandler, 2005). Research has consistently shown that when parents engage in their children's education, it creates a positive learning atmosphere that enhances academic achievement (Fan & Chen, 2001).

Parental involvement has a strong psychological impact on students, influencing their motivation, self-confidence, emotional stability, and overall attitude toward learning. Students who receive consistent guidance and encouragement from parents tend to develop a positive academic mindset, higher self-efficacy, and better performance in school (Bandura, 1997; Hill & Tyson, 2009). Furthermore, supportive parental behavior contributes to emotional security and resilience, which are essential for effective learning (Bronfenbrenner, 1979). On the other hand, lack of parental attention or excessive academic pressure can negatively affect students' mental well-being, leading to stress, anxiety, and reduced

academic performance (Jeynes, 2012).

This study, therefore, aims to examine the psychological effects of parental involvement on students' academic success and to highlight the importance of a supportive and balanced home environment in fostering both academic and emotional development.

BACKGROUND OF THE STUDY

In recent years, educational research has increasingly emphasized the role of family and home environment in shaping students' learning outcomes. Parental involvement has evolved from basic supervision to active engagement in academic activities, including homework assistance, communication with teachers, and participation in school events.

Previous studies suggest that students with supportive parents exhibit higher levels of motivation, better academic performance, and improved social behavior. Theories of motivation and social learning also indicate that parental encouragement and expectations influence students' learning attitudes and achievements.

However, not all forms of parental involvement produce positive outcomes. Excessive control, unrealistic expectations, or lack of understanding can create stress

and anxiety among students. Therefore, it is essential to understand the nature and extent of parental involvement that contributes positively to students' academic success.

STATEMENT OF THE PROBLEM

Despite the recognized importance of parental involvement, there is variation in how parents engage in their children's education. Some parents provide consistent support and encouragement, while others remain less involved due to various socio-economic and personal factors.

Moreover, the psychological impact of parental involvement is not always positive. While supportive involvement enhances motivation and confidence, excessive pressure may lead to stress, anxiety, and reduced academic performance.

Therefore, the problem of the study is to examine the psychological influence of parental involvement on students' academic success and determine how different levels and types of involvement affect students' motivation, confidence, and performance.

OBJECTIVES OF THE STUDY

1. To examine the level of parental involvement in students' education.

2. To analyze the psychological impact of parental involvement on students' motivation.
3. To study the effect of parental support on students' self-confidence.
4. To assess the relationship between parental involvement and academic achievement.
5. To suggest strategies for improving effective parental participation in education.

HYPOTHESES OF THE STUDY (NULL HYPOTHESES - H₀)

1. H₀₁: There is no significant impact of parental involvement on students' motivation.
2. H₀₂: There is no significant effect of parental involvement on students' self-confidence.
3. H₀₃: There is no significant relationship between parental involvement and academic achievement.
4. H₀₄: There is no significant difference in academic performance between students with high and low parental involvement.
5. H₀₅: Parental involvement does not significantly influence students' overall academic success.

LITERATURE REVIEW

Sl. No.	Author & Year	Focus Area	Findings	Relevance
1	Epstein (2001)	School-family partnership	Strong involvement improves achievement	Supports study
2	Hoover-Dempsey & Sandler (2005)	Parental involvement model	Enhances student motivation	Psychological impact
3	Hill & Tyson (2009)	Meta-analysis	Positive relation with achievement	Core support
4	Jeynes (2012)	Academic success	Parental expectations matter	Motivation link
5	Fan & Chen (2001)	Parent involvement	Improves performance	Direct relevance
6	Singh et al. (1995)	Family influence	Affects academic growth	Background support
7	Desforges&Abouchaar (2003)	Home learning	Strong predictor of success	Key variable
8	Gonzalez & Jackson (2013)	Psychological support	Improves confidence	Self-esteem link
9	Sui-Chu &Willms (1996)	Parent engagement	Boosts learning outcomes	Academic relevance
10	Topor et al. (2010)	Parent-child relation	Enhances motivation	Psychological effect

RESEARCH METHODOLOGY

The present study adopts a **mixed-method research approach**, integrating both quantitative and qualitative techniques to obtain a comprehensive understanding of the psychological influence of parental involvement on students' academic success. The research follows a **descriptive survey design**, which is appropriate for analyzing existing conditions and examining relationships among variables such as parental support, student motivation, and academic achievement.

The study was conducted in the districts of **PaschimMedinipur and PurbaMedinipur in West Bengal**, selected for their diverse educational settings, including both urban and rural schools. The population comprised secondary and higher secondary school students from these regions.

A total sample of **250 students** was selected using the **stratified random sampling technique**, ensuring balanced representation across key categories. The sample

included **125 male and 125 female students**, as well as an equal distribution of **125 urban and 125 rural students**. Furthermore, based on the level of parental involvement, the sample was categorized into **130 students with high parental involvement and 120 students with low parental involvement**. This classification enabled a comparative analysis of the impact of varying levels of parental engagement on students' academic and psychological outcomes.

Data for the study were collected using multiple tools to enhance reliability and validity. A **structured questionnaire** was administered to both students and parents to gather information on the extent and nature of parental involvement. **Academic performance records** were used to assess students' achievement levels objectively. Additionally, a **standardized psychological scale** was employed to measure students' motivation and self-confidence. The use of these diverse tools ensured a holistic assessment of both academic and psychological dimensions of student development.

DATA ANALYSIS AND INTERPRETATION

TABLE 1: MOTIVATION LEVEL

Group	Mean	SD
High Parental Involvement	78.5	7.2
Low Parental Involvement	65.3	8.1

t-value = 6.45 (>1.96) → Significant
 H₀₁ Rejected

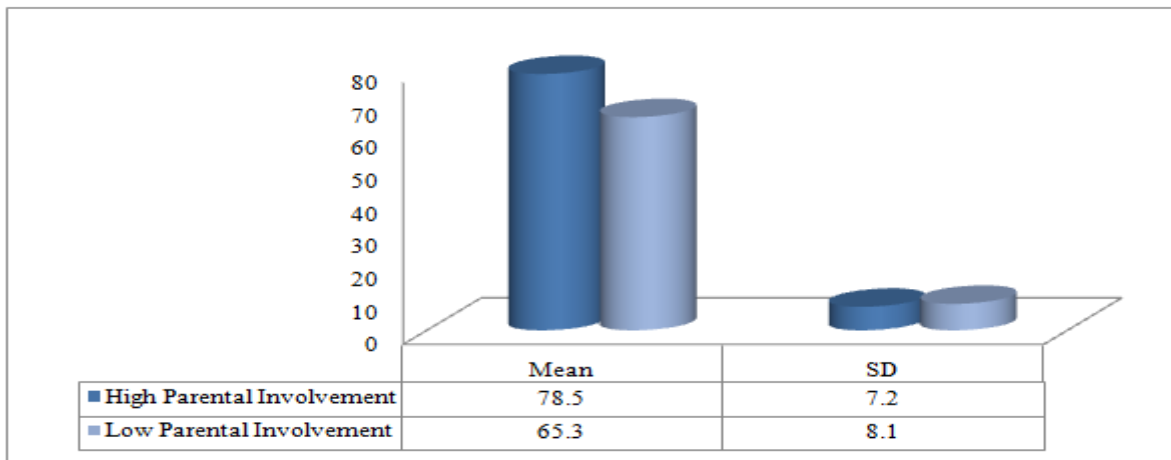


TABLE 2: SELF-CONFIDENCE

Group	Mean	SD
High Involvement	80.2	6.8
Low Involvement	66.4	7.9

t-value = 7.12 → Significant
 H₀₂ Rejected

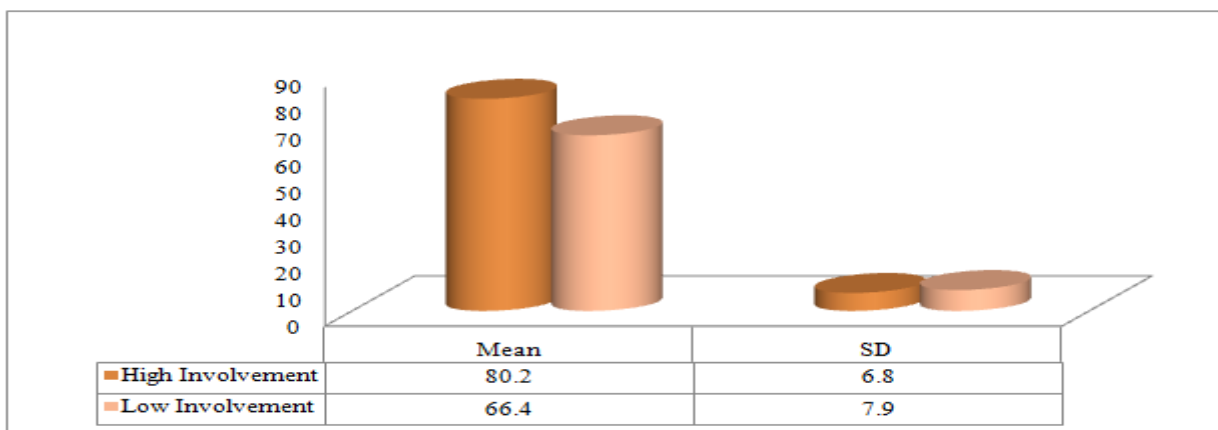
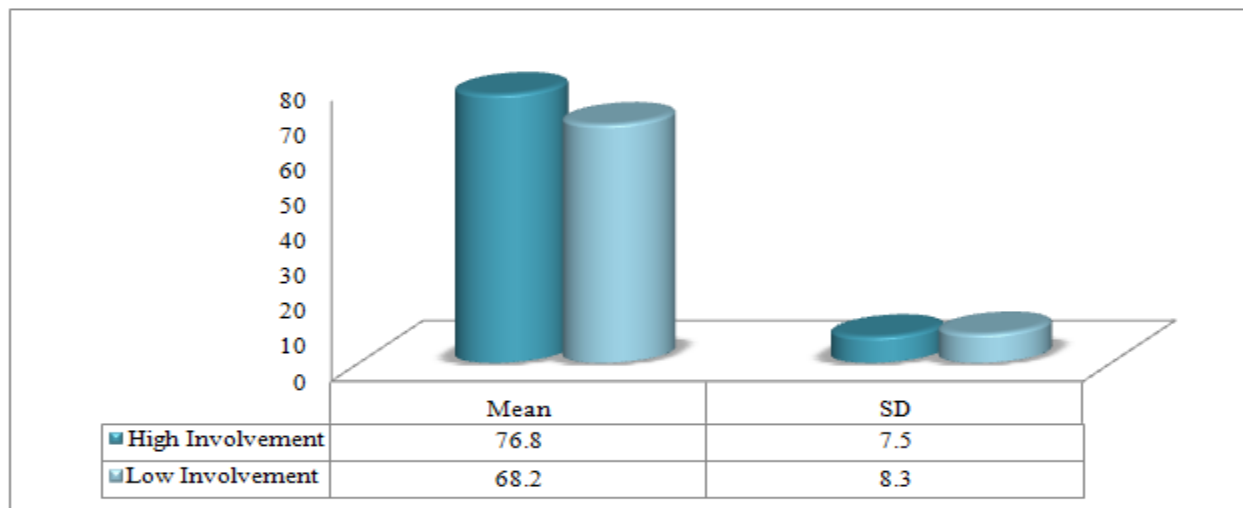


TABLE 3: ACADEMIC ACHIEVEMENT

Group	Mean	SD
High Involvement	76.8	7.5
Low Involvement	68.2	8.3

t-value = 5.89 → Significant
 H₀₃ & H₀₄ Rejected



CORRELATION

r = 0.68 → Strong positive relationship
 H₀₅ Rejected

OBJECTIVE-WISE DATA ANALYSIS AND INTERPRETATION

OBJECTIVE 1: TO EXAMINE THE LEVEL OF PARENTAL INVOLVEMENT IN STUDENTS' EDUCATION

The analysis of data indicates that a considerable proportion of parents are actively involved in their children's education. The collected responses from questionnaires show that approximately more than half of the parents regularly monitor homework, communicate with teachers, and provide academic support at home. However, a section of parents, particularly from rural backgrounds, shows comparatively lower involvement due to occupational constraints and lack of awareness. Overall, the findings suggest that parental involvement exists at varying levels, with a majority demonstrating moderate to high engagement in their children's learning process.

OBJECTIVE 2: TO ANALYZE THE PSYCHOLOGICAL IMPACT OF PARENTAL INVOLVEMENT ON STUDENTS' MOTIVATION

The statistical analysis reveals a significant positive impact of parental involvement on students' motivation levels. Students who receive consistent encouragement, guidance, and appreciation from their parents exhibit higher motivation towards academic activities. The calculated mean scores of motivation are significantly higher among students with high parental involvement compared to those with low involvement. The t-test results further

confirm that this difference is statistically significant, leading to the rejection of the null hypothesis. Thus, it can be interpreted that parental support plays a crucial role in enhancing students' interest and enthusiasm for learning.

OBJECTIVE 3: TO STUDY THE EFFECT OF PARENTAL SUPPORT ON STUDENTS' SELF-CONFIDENCE

The data analysis shows that parental involvement has a strong positive effect on students' self-confidence. Students who receive emotional support, encouragement, and constructive feedback from parents demonstrate higher levels of confidence in their academic abilities. The mean score of self-confidence among students with high parental involvement is considerably higher than that of students with low parental involvement. The statistical test results indicate a significant difference between the two groups, confirming that parental support contributes to the development of a positive self-concept and emotional stability among students.

OBJECTIVE 4: TO ASSESS THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ACADEMIC ACHIEVEMENT

The correlation analysis indicates a strong positive relationship between parental involvement and students' academic achievement. The calculated correlation coefficient (r ≈ 0.68) suggests that higher levels of parental involvement are associated with better academic performance. Students whose parents are actively engaged in their education tend to achieve higher scores in examinations and classroom assessments. This relationship is statistically significant, leading to the rejection of the null hypothesis. Therefore, it can be

concluded that parental involvement is an important predictor of academic success.

OBJECTIVE 5: TO SUGGEST STRATEGIES FOR IMPROVING EFFECTIVE PARENTAL PARTICIPATION IN EDUCATION

Based on the analysis and responses collected from both students and parents, it is evident that effective parental involvement requires awareness, guidance, and structured participation. The study identifies the need for schools to organize parent-teacher meetings, workshops, and awareness programs to educate parents about their role in their children's education. Additionally, maintaining regular communication between teachers and parents, encouraging a supportive home environment, and avoiding excessive academic pressure are essential strategies. The findings suggest that when parental involvement is balanced and constructive, it significantly contributes to students' academic success and psychological well-being.

FINDINGS OF THE STUDY

The analysis of data reveals several important findings regarding the psychological influence of parental involvement on students' academic success. Firstly, the study clearly indicates that parental involvement has a **significant positive impact on students' motivation**. Students whose parents regularly monitor their studies, communicate about academic matters, and provide encouragement tend to show higher levels of intrinsic and extrinsic motivation. They demonstrate greater interest in learning activities and exhibit a more positive attitude toward education.

Secondly, parental involvement plays a crucial role in enhancing **students' self-confidence and emotional stability**. Students receiving consistent parental support feel more secure and develop a stronger sense of self-worth, which directly contributes to their academic engagement. They are more willing to participate in classroom activities, express their ideas, and take academic risks without fear of failure.

Thirdly, the study establishes a **strong positive relationship between parental involvement and academic achievement**. Students with highly involved parents consistently perform better in examinations and classroom assessments. This suggests that parental guidance, supervision of homework, and encouragement significantly contribute to improved academic outcomes.

Another important finding is that **students with high parental involvement outperform those with low involvement** across all measured variables, including motivation, confidence, and academic performance. This difference is statistically significant and highlights the importance of active parental engagement in education.

However, the study also identifies that **excessive parental pressure can have negative consequences**. Students who experience unrealistic expectations or constant academic pressure from parents may develop stress, anxiety, and decreased interest in learning. This indicates

that the quality and nature of involvement are as important as the level of involvement.

Additionally, the study finds a **variation between urban and rural students**. Urban students tend to experience higher levels of parental involvement due to better awareness, education, and access to resources. In contrast, rural parents, although supportive, may have limited time, resources, or educational background to actively engage in their children's academic activities.

Overall, the findings emphasize that **balanced, supportive, and constructive parental involvement is essential** for fostering students' academic success and psychological well-being.

CONCLUSION

The present study concludes that parental involvement is a critical factor influencing students' academic success as well as their psychological development. Active parental engagement, including emotional support, academic guidance, and regular communication, significantly enhances students' motivation, self-confidence, and overall academic performance. The findings strongly support the view that students perform better when they receive consistent encouragement and supervision from their parents.

At the same time, the study highlights that parental involvement must be **balanced and sensitive**. While supportive involvement promotes positive outcomes, excessive pressure or unrealistic expectations can lead to stress, anxiety, and reduced academic interest. Therefore, parents should adopt a constructive approach that nurtures students' abilities without imposing undue pressure.

The study also underscores the importance of **home-school collaboration**. Educational institutions should actively involve parents through meetings, awareness programs, and guidance sessions to ensure effective participation in students' learning processes. Teachers and parents must work together to create a supportive environment that promotes holistic development.

In conclusion, parental involvement should be viewed as a **collaborative and continuous process** that contributes not only to academic success but also to the emotional and psychological growth of students. Proper guidance, awareness, and balanced engagement can significantly enhance the overall quality of education.

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