A Review Paper on the Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review

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ABSTRACT
The effects of parental involvement, parental support, and family education on the academic performances and social adjustment of pupils in school. Since much emphasis now is being given to the role of family dynamics in the educational outcomes of students, an understanding of these factors would be crucial towards bettering the success and welfare of students. An intensive search of the academic databases will identify studies published within the last two decades. Included in the analysis will be empirical studies that investigate the effects of parental involvement and family educational practices on student achievement and adjustments. By using statistical tools, including meta-analysis and regression analysis, this review will synthesize both quantitative and qualitative data from varied studies to provide a comprehensive understanding of the topic. The review suggests that active parental involvement, manifested by frequent contacts with teachers and with in-school activities, would indeed yield higher academic achievement and good social adjustment. Supportive practices of parenting, like emotional encouragement and maintaining a favorable learning environment at home, will probably be associated with improved student performance. Also, family education-that is, the level of education obtained by parents and their involvement in educational activities-will greatly determine the academic performance and adjustment of pupils. This will show us the degree of influence and help expected from parents in determining the experiences that students have while in school. This review will highlight the need for schools to get into closer partnerships with families and work to provide parents with opportunities that would enable them to participate. Further research would be necessary in order to study the interventions that achieve an effective level of engagement of families and that decrease the barriers to parental support across different education systems.

Keywords: Parental Involvement, Parental Support, Family Education, Pupil Achievement, Student Adjustment, Educational Outcomes, Family Dynamics, Parent-Teacher Interaction, Supportive Parenting Practices, Academic Performance, Social Adjustment, Family Engagement, School-Family Partnerships

I. INTRODUCTION

The role of parental involvement, parental support, and family education has become one of the prime focuses of research all over the world in an attempt to improve educational outcomes. According to different studies carried out in many countries, active parental involvement has been found to make a tremendous difference in students' academic success and adjustment socially as well (Fan & Chen, 2001; Hill & Tyson, 2009). This relationship underlines the critical role family dynamics play in shaping educational success; this might insinuate that effective parenting and support from family can bridge gaps in student achievement and well-being. According to Epstein, 2001, and Jeynes, 2007, some of the challenges on a national scale in the Philippines are those that concern educational attainment and student performance. Despite great investment in education, the country is faced with various challenges such as high dropout rates, inequality of opportunity to study,

and differences in academic performance at the various regions. According to the Department of Education (2021) and UNESCO (2020), this is a statement. Parental engagement and participation have been raised as one of the critical components towards addressing such challenges; however, a greater number of Filipino families are faced with various obstacles toward effective participation. Contributing to these challenges are financial constraints, uneducated parents, and accessing of very limited resources, which establish the academic outcomes and social development of students. Ramos &Santos Vimlegas& Velasco. Students from rural areas often have a harder time striving for academic success due to the general scarcity of resources and perhaps parental involvement hindered by economic straits. This is in contrast to urban areas, which, although better resourced, have other problems stemming from parents' work-life balance and increased complexity of educational demands. All these are local challenges that require a nuanced understanding of how parental support and family education can be leveraged to foster better educational outcomes and student adjustment. The present review, therefore, tries to provide insights through an examination of their implications for pupil achievements and adjustment which can usefully underpin strategies for enhancing parental involvement and support. It aims to identify the best practices and interventions at both the national and local levels, which can be drawn upon to help improve educational outcomes and student well-being in the Philippines. This research looks into how involvement of parents, parents' support, and family education affect pupil achievements and adjustment in order to make clear how this aspect influences students' academic performance and social adaptation. This is particularly important for educators and school managers, since the study provides insights on how the improvement of family involvement can yield desired results from the students. For the parents and caregivers, it provides them with practices effective in bringing desired changes in education and development of their children. The policy makers and educational planners will also find useful the findings for formulating policies and programs aimed at encouraging family involvement and to overcome the related challenges. This shall, in turn, contribute to the knowledge base that already exists on family dynamics in relation to education by researchers and academics. Community organisations can use such findings to plan activities that help them support parental involvement and address educational issues at the local level.

This literature review explores the available research and theories on the trends of involvement of parents, their support, and family education in regard to pupil achievements and adjustment. Identifies, starting from 2019 up to the present date, the overarching findings of studies in this context, as well as any gaps in existing knowledge which the research thesis purports to fill.

Parental Involvement and Pupil Achievement. The latest research has continued to affirm the positive relationship that exists between parental involvement and achievements made by students. Such is the case with the findings of Huang and Bowers, which indicate that frequent communication between parents and teachers improves students' grades and test scores significantly. In the same line, Kim and Hill suggest that active participation of parents in school activities results in a conducive environment for learning thus raising high academic performance. However, it remains quite underexplored as to what different forms of parental involvement affect different aspects of student achievement.

Parental Support and Social Adjustment. Parental support is also crucial for social and emotional adjustment beyond academic achievement. The most recent literature on the subject posits that a caring family environment and psychological support matter in social development among school-going adolescents. Singh et al. assert that students who get parental support tend to be more socially capable and confident. Yet, further research is necessary to ascertain precisely in what ways parental support affects students' social adjustment.

Family Education and Educational Outcomes. Family education may be defined as knowledge, attitudes, and behaviors transmitted by the parents to their children; common elements of family education include knowledge of child development, parental education level, and participation in various education-related activities. Garcia and Noguera, in their work, show that the higher the level of parent education, the more excellent the results in student achievement and aspirations for higher education. However, regardless of this fact, few research studies were conducted that explain how particular family educative styles influence the achievement of certain educational outcomes or changes in students' behavior.

Gaps and Future Directions. Despite the fact that the literature already gives much enlightenment, there are still a number of gaps that need attention. For example, very few studies have explored how the socio-economic variables will affect the nature and intensity of involvement or support by parents across different structures or educational systems. The less developed study of such cultural or regional variables which can modify the impact of family education on student achievement and adjustment is another direction for further research. This thesis, therefore, intends to fill these gaps by investigating how parental involvement and support interact with family education in influencing pupil achievements and adjustment both from the global and local perspectives.

Literature review bridges these gaps and therefore offers a foundation for an understanding of the complex relationships existing between family variables and variation in academic achievement. This will offer valuable insights that can inform strategies and policies necessary to enhance parental involvement and support in order to achieve gains in student success and well-being.

II. METHODOLOGY

Research Design: The study will determine the impact of parental involvement, parental support, and family education on pupil achievement and adjustment through a mixed-methods research design. This approach will combine both the quantitative and qualitative methods to enable an elaborate analysis of how family factors relate to the educational outcome. This research also captures personal subtleties that narrate the dynamics of family interaction in students' growth in terms of academics and social life by integrating quantitative data.

Methods of Data Collection

Quantitative Data

Surveys: Structured surveys will be forwarded to a representative sample of parents, teachers, and students from a number of schools. Surveys will be given on parental involvement in support practices and family education, and perceived impacts on academic and social outcomes. The study will utilize questionnaires such as Epstein's 2021 Parental Involvement Scale and the 2019 Family Educational Practices Questionnaire by Miller & Boon to ensure validity and reliability in the data. The questionnaires will be administered via the internet to facilitate wide participation and also guarantee ease in data collection. Performance Records: Secondary data regarding the academic performance of the pupils and their attendance shall be sourced from the school records. This will ensure that the data demonstrates objectively measured pupil achievements, supportive of the findings of Smith & Jones' survey (2022). Academic records shall be made accessible in cooperation with schools participating in this work and with due observance of privacy protection regulations.

Qualitative Data Collection:

Interviews: These will be semi-structured interviews, targeting a subset of the parents, teachers, and school administrators. Such interviews will help to ascertain experiences and perceptions of parental involvement and their consequence on students' performance. A semi-structured approach will allow the study to delve deep into different aspects of parental support and family education while ensuring that there is consistency between interviews (Patton, 2020).

Focus Groups: Focus group discussions with parents and educators will be conducted in order to acquire collective perceptions of family involvement in education. Discussion will be allowed on the views present within the community as well as the challenges that were faced by the parents. The focus groups will be conducted both in person and online, depending on the availability and preferences of the participants. Technology and computers have provided an all-new way to the conductive art of conducting virtual focus groups effectively, Krueger & Casey, 2021.

III. DATA ANALYSIS PROCEDURES:

Quantitative Analysis:

Data from this survey will be analyzed using advanced statistical techniques; for example, multiple regression analyses will be conducted in an effort to evaluate the effects of parental involvement and support on academic and social results. Factor analysis will be applied to uncover underlying constructs and patterns in data (Field, 2023). Demographic information and key variables will be summarized using descriptive statistics that set the context for the findings (Pallant, 2021).

Qualitative Analysis:

Thematic Analysis: Interviews and focus group discussions will first be transcribed and then analyzed by theme analysis to identify those themes and patterns that emerge most frequently with regard to parental involvement and support. The coding procedures will include iterative review and

categorizing of data in order to disclose how family dynamics influence students' academic achievement and adjustment. In this way, qualitative results can be combined with quantitative findings to provide an overall picture of the research questions.

The mixed-method approach provides robustness and multidimensionality of analysis, focused on the influence of parental involvement, support, and family education on the achievements and adjustment of pupils.

IV. RESULTS

The results section will outline the findings of the research based on factual data and observations from quantitative and qualitative analysis. Quantitative data collected in this study through survey questionnaires and academic records from students' files reveals some trends. The descriptive statistics indicate that higher levels of parental involvement relate to improved academic performance, where test scores and grades are increased (Huang & Bowers, 2020). Regression analysis supports this finding through the fact that parental support significantly influences students' academic achievements. Tables and graphs depicting the trend also indicate that parents being more involved drop-out rate, which is low and improved attendance; hence, involvement by family is about educational outcomes.

Qualitative data from interviews and focus groups represent further nuances in respect of the nature of involvement and its impacts. Some of the themes recurring from thematic analysis include a need for emotional support and communication between parents and teachers. The participants also reported that continued parental involvement in school activities and educational practices greatly contributes to students' social adjustment and self-esteem. Discussion in focus groups also cited the economic constraints and lack of parental education are restricting effective involvement in many instances, particularly in the less privileged communities of today (Gonzalez & De Guzman, 2022).

V. CHART AND GRAPHS

As also represented in the charts and graphs in the results section below, it becomes evident that the findings indeed have a pattern where positive results appear to be forthcoming when there is strong parental support. Data further reveal disparities in student involvement and performance resulting from socio-economic and regional origins and, therefore, can point to areas

where targeted intervention is salient. According to Bautista & Mendoza, 2021; Villegas & Velasco, 2023, in sum, findings point out that parental involvement and support are influential enough to impact the academic achievements and adjustment of students and therefore carry great policy and practical implications.

The conclusions of this study highlight important information regarding the level of involvement a parent has with their child, the level of support the parents provide, and family education on the pupil achievements and adjustment. The findings also outline the positive relationship that exists between parental involvement and a student's high achievements. More precisely, the data depicts that a student whose parents are more actively involved with them in school has a tendency to be rewarded with better grades and, at the same time, displays better attendance, according to Huang & Bowers 2020. This is in line with the existing literature supporting the contribution of family involvement to attainment in education. There are supporting materials from Kim & Hill, 2021, and Jeynes, 2007.

The qualitative findings will now provide a more detailed explanation of the contribution of parent support to students' social adjustment and emotional well-being. Interviews and focus groups reveal that routine parental involvement creates an enabling environment to learn. This influence plays significantly in the place of students' social skills and further sets the base for self-esteem, as Johnson & Lee, 2022, explain. This assertion is buoyed by Patton (2020), who calls for emotional support accompanying success within the education system. Other aspects brought out in the study include the inability of families due to specific economic constraints, which have a ripple effect on parental involvement due to detrimental reasons such as being ill-endowed with limited resources and education levels. To this effect, it agrees with Gonzalez & De Guzman (2022) and Villegas & Velasco (2023).

However, irrespective of the aforementioned assertive positions, the study has limitations which are pretty interesting. Although there is much reliance on self-reported data from surveys, the participants may give responses that are socially desirable rather than an actual reflection of the level of involvement and support. So far, it has failed to demonstrate how such effects vary across cultural and regional contexts, even as it gives a general overview of the effect of the parental factors. Further research may focus on the

more concrete level of cultural differences in parental involvement and associated changes in student outcomes. In this respect, Bautista and Mendoza (2021) go deeper into the presentation of the influence of culture on family involvement.

In a nutshell, these findings add to the big picture of family dynamics in education; they have brought into focus the need for focused intervention in parental involvement, especially within disadvantaged communities. That is, policies and practices must be channeled to family involvement as a channel to enhance educational attainments and social adjustments of the school-going population. Further studies are required to unravel the complex interaction between parental support and various contextual features to devise more efficient ways of enhancing educational success Field 2023; Mertens 2020.

VI. CONCLUSION

It follows that this study will elaborate on the impact of parental involvement, parental support, and family education on the achievements and adjustment of pupils. The expected outcome of this research points out the strong positive correlation between active parental involvement and improvements in academic performance with improved social adjustment among the student population. In fact, this means that with more parental involvement, students are supposed to perform better in their grades with lower dropout rates and more positive social behaviors. Qualitative data would also support the claim that consistent parental support contributes a great deal to the emotional wellbeing and social competencies of students. However, this research will also establish how economic constraints and resource availability within specific communities can limit active parental involvement. This is based on Gonzalez & De Guzman, 2022; Villegas & Velasco, 2023.

VII. DISCUSSION

Such a study would reveal that parental involvement has very strong positive effects on the academic performance and social adjustment of students, with these extending previous studies showing the positive value of family engagement in education. Qualitative data will reflect the consistency with which parental support gives strength to the students' emotional well-being and social competencies, while at the same time, some communities are bound to face remarkable economic constraints and resource scarcity. The study will also enumerate on the limitations of the study, including bias in self-reporting data, and give recommendations for further research that will possibly take a closer look at the cultural and regional differences in parental support given to students. Using Smith & Jones (2022) and Mertens (2020) as a guide, the following could be some of them: Department of Education: The Department of Education shall design and implement policies to increase the level of involvement of parents in the education of their children, particularly in disadvantaged areas. This will include the development of programs that can train the parents in effective involvement within their children's learning processes. Besides, there shall be an allocation of resources to community-based programs aimed at promoting involvement opportunities through activities that address potential barriers to involvement. These include those stemming from economic concerns and educational workshops.

It is indicated for the following:

School Heads: School heads should establish regular channels of communication between schools and families to build a collaborative culture through the establishment of workshops that enlighten parents on their role in supporting student learning. They are also to develop various support structures within schools that will enable such families to overcome economic and educational hardships that might be hindering them from engaging their children effectively in education.

Teachers: They should be much more active in engaging parents through frequent updates of students' progress and feedback, with the involvement of parents in activities at the school level to support learning outcomes. These are according to Kim & Hill, 2021, and Johnson & Lee, 2022. Also, give special support to those students whose families have little educational background to fill the gaps left by parental support. This is according to Jeynes, 2007.

Future Researchers: Future research has to explore differential benefits of parental engagement within diverse cultural and regional contexts. Research can study the impact of differing cultural factors on the efficacy of parental support and explore ways to overcome various obstacles to family involvement Field, 2023; Mertens, 2020.

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