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INVESTIGATING THE INFLUENCE OF PARENTAL INVOLVEMENT ON STUDENTS' MATHEMATICS ACHIEVEMENT IN SECONDARY SCHOOLS IN OGBOMOSO

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INVESTIGATING THE INFLUENCE OF PARENTAL INVOLVEMENT ON STUDENTS' MATHEMATICS ACHIEVEMENT IN SECONDARY SCHOOLS IN OGBOMOSO

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Abstract

This study investigated the influence of parental involvement on students' mathematics achievement in secondary schools in Ogbomoso, Nigeria. The research aimed to explore how various dimensions of parental involvement, such as home-based involvement, school-based involvement, and parental expectations, impacted students' academic performance in mathematics. Using a mixed-methods approach, the study collected data from 200 secondary school students, their parents, and teachers through structured surveys and in-depth interviews. The findings indicated a significant positive correlation between parental involvement and students' mathematics achievement, with home-based involvement showing the strongest impact. Qualitative insights revealed that parents' active participation in school activities and consistent communication with teachers contributed to students' motivation and confidence in mathematics. The study highlighted the importance of fostering effective communication and collaboration between parents and schools to enhance students' academic outcomes. Recommendations for policymakers and educators to promote parental involvement in education and address potential barriers, such as socioeconomic constraints and cultural differences, were discussed. This research contributed to the understanding of parental involvement in the Nigerian educational context and provided insights for improving student performance in mathematics, offering strategies to overcome existing challenges.

Introduction

In the Nigerian educational system, mathematics is a basic subject that helps students develop critical thinking and problem-solving abilities, which are crucial for success in both their academic and professional lives. Beyond the classroom, mathematics has a significant impact on employment prospects and financial growth in a world economy that is changing rapidly. According to Adegoke, & Mefun, (2016), mathematics is a required subject in Nigerian primary and post primary (secondary) school, and mastery of the subject is necessary for admission to postsecondary institutions and numerous professions. Despite its importance, mathematics achievement among Nigerian students is still a cause for concern, since many of them fall short of desired levels. The West African Examinations Council (WAEC) states that there is a continual need for measures to improve student outcomes because mathematics pass rates have been lower than those of other courses (Kenni, 2020). This problem is especially noticeable in some regions like Ogbomoso, where social and economic constraints may make it more difficult to get resources and assistance for schooling. In many different circumstances, parental involvement has been found to be a significant element impacting adolescents' academic progress. Studies have indicated that when parents take an active role in their kids' education, the kids typically perform better academically, attend school more frequently, and have better learning attitudes (Sapungan, & Sapungan, 2014). Involvement from parents can take many different forms, such as engaging in school activities, interacting with teachers, and keeping an eye on assignments.

Education is highly valued in Nigerian culture as a method of attaining both economic stability and social mobility. In today's world, parents are expected to assist their children in their academic pursuits as fellow partners in the educational process (Lasisi, 2019). As a result of variables like cultural views, educational background, and socioeconomic status, the degree of parental participation might vary greatly. In Ogbomoso, parental involvement is influenced by specific challenges and opportunities. Economic limitations can restrict parents' ability to provide resources or dedicate time to their children's education, while cultural norms may affect their level of engagement with schools (Adeyeye, 2023). The partnership between parents and schools is essential for creating a collaborative environment that supports student learning (Ajileye, 2021).

Understanding how parental involvement impacts students' achievement in mathematics is vital for developing strategies to improve educational outcomes. This study aims to investigate the

different aspects of parental involvement in secondary schools in Ogbomoso and identify the factors that lead to successful academic performance in mathematics. By exploring the relationship between parental involvement and student achievement, this research seeks to offer insights into how parents, educators, and policymakers can collaborate to support students' educational progress.

Moreover, this study emphasizes the need to consider the broader educational and societal context in which parental involvement takes place. Elements such as government policies, available school resources, and community support significantly influence the educational experiences of students and their families. By framing the research within this context, the study aims to provide a thorough understanding of the factors that affect parental involvement and its impact on mathematics achievement. Overall, this research intends to add to the expanding literature on parental involvement and academic success by offering insights specific to the Ogbomoso region. The results aim to guide educational practices and policies that encourage effective parental engagement, ultimately enhancing students' performance in mathematics.

Statement of Problem

Although mathematics plays a crucial role in the Nigerian education system, students' performance in the subject often falls short of expectations, with many struggling to reach proficiency. This challenge is especially evident in Ogbomoso, where socioeconomic difficulties and scarce educational resources exacerbate the issue. Mathematics achievement is a critical concern for educators and policymakers, as it significantly influences students' future educational and career prospects. While numerous factors impact students' academic performance, parental involvement is recognized as a key factor that can positively affect learning outcomes (Jeynes, 2012). However, there is a lack of comprehensive understanding regarding how different forms of parental involvement impact students' mathematics achievement in this area (Fiskerstrand, 2022).

This study aims to investigate the influence of parental involvement on students' mathematics achievement in secondary schools in Ogbomoso. By examining the various dimensions of parental involvement, such as home-based support, school engagement, and parental expectations, the study seeks to provide insights into how parents can effectively support their children's education and improve academic outcomes in mathematics. Understanding these dynamics is essential for

developing targeted strategies that address the specific needs and challenges encountered by students and families in Ogbomoso.

Purpose of the Study

The primary aim of this study is to investigate the influence of parental involvement on students' mathematics achievement in secondary schools in Ogbomoso, Nigeria. The study seeks to understand how different dimensions of parental involvement contribute to students' academic success and identify barriers to effective parental engagement.

1. To assess the relationship between parental involvement and students' mathematics achievement in secondary schools in Ogbomoso.

2. To evaluate the impact of different forms of parental involvement, such as home-based involvement, school-based involvement, and parental expectations, on students' mathematics performance.

3. To identify barriers to effective parental involvement in students' education in Ogbomoso and propose strategies to overcome these barriers.

4. To provide recommendations for educators and policymakers to enhance parental involvement and improve mathematics achievement among secondary school students.

Research Questions

1. What is the relationship between parental involvement and students' mathematics achievement in secondary schools in Ogbomoso?

2. How do different forms of parental involvement, such as home-based involvement, school-based involvement, and parental expectations, impact students' mathematics performance?

3. What are the barriers to effective parental involvement in students' education in Ogbomoso, and how can these barriers be addressed?

Literature Review

Parental Involvement and Academic Achievement

Research has consistently demonstrated a positive relationship between parental involvement and students' academic achievement. Numerous studies have highlighted the impact of parental engagement on students' performance, particularly in mathematics. For instance, Martin (2018) found that when parents actively engaged in their children's education and provided consistent support in mathematics, students tended to perform exceptionally well in the subject. This positive correlation is further supported by Renuka (2021), who emphasized that parental involvement is linked to improved student motivation, higher self-esteem, and better attitudes towards learning.

Wilder (2023) expanded on these findings, noting that parental involvement is associated with improved academic performance across various subjects, with mathematics showing particularly strong effects. The forms of parental involvement can vary, including helping with homework, discussing mathematical concepts, and fostering a positive attitude towards learning (Panaoura, 2021). These actions not only help students develop a stronger understanding of mathematical principles but also build their confidence, leading to higher academic achievement. Furthermore, as Williams, Swift, Williams, and Van Daal (2017) observed, parental engagement fosters a supportive learning environment at home, which further reinforces students' commitment to excelling in mathematics.

Forms of Parental Involvement

Research has shown that different forms of parental involvement have varying impacts on students' academic achievement. Home-based involvement, which includes providing a conducive learning environment and assisting with homework, is particularly crucial for reinforcing the learning that takes place at school. Mwanamwambwa (2021) emphasizes that such involvement at home not only supports academic progress but also strengthens the connection between school and home learning. Similarly, school-based involvement, such as attending school events and volunteering, contributes to creating a supportive educational environment that promotes student success. According to Reynolds, Lee, Eales, Varshney, and Smerillo (2022), these activities help foster a positive school climate that encourages student engagement and achievement.

In addition to home- and school-based involvement, parental expectations significantly influence students' academic outcomes. Ing (2014) found that high parental expectations are positively correlated with improved student performance and heightened motivation, particularly in mathematics. These expectations often drive students to set higher academic goals and persist in their efforts to excel, further underscoring the critical role of parental involvement in shaping educational success.

Barriers to Parental Involvement

Several barriers have been identified that can hinder effective parental involvement in education. Socioeconomic factors are a significant impediment, as financial constraints and demanding work commitments often limit parents' capacity to actively engage in their children's education (Lareau, 2011). These economic pressures can reduce the time and resources parents have available to participate in school-related activities or support their children academically. Communication issues between parents and schools also contribute to the challenge of parental involvement. Research by Hornby and Lafaele (2011) highlights that parents may not receive sufficient information about school events or academic requirements, leading to a disconnect between home and school environments. This lack of effective communication can make it difficult for parents to stay informed and involved in their children's education.

Cultural factors further complicate parental involvement. Differing expectations, norms, and values between parents and schools can create discomfort and reluctance among parents when engaging with teachers or attending school events. Okeke (2014) emphasizes that language barriers and cultural differences can make some parents feel alienated or intimidated in the school setting, thereby reducing their participation in their children's educational experiences. This study is anchored in Epstein's Framework of Six Types of Involvement, a widely recognized model for understanding the various ways parents can engage in their children's education. Developed by Joyce Epstein (2018), the framework delineates six distinct yet interconnected dimensions of parental involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. These dimensions collectively highlight the multifaceted role parents play in supporting their children's educational experiences and outcomes.

1. Parenting:

The first dimension, parenting, emphasizes the creation of a supportive home environment conducive to learning and development. This involves parents setting high expectations for their children's academic achievement and providing the necessary resources to foster a positive learning atmosphere. The home environment is seen as foundational, shaping students' attitudes toward learning and their overall academic success.

2. Communicating:

The second dimension, communicating, pertains to the exchange of information between the school and the home regarding student progress. Effective communication is crucial in keeping parents informed about their child's academic performance, behavior, and school activities. This dimension underscores the importance of transparency and regular updates from the school, enabling parents to stay engaged and responsive to their child's educational needs.

3. Volunteering:

Volunteering, the third dimension, involves parents' active participation in school events and activities. Through volunteering, parents can directly contribute to the school community, fostering a closer connection between the home and the school. This involvement not only supports the school but also reinforces the child's educational experience by demonstrating parental interest and commitment.

4. Learning at Home:

The fourth dimension, learning at home, focuses on the role of parents in facilitating their children's educational activities outside the classroom. This can include assisting with homework, discussing school subjects, and encouraging engagement in educational pursuits such as reading or research. By supporting learning at home, parents extend the educational environment beyond the school, reinforcing and enhancing what is taught in the classroom.

5. Decision-Making:

The fifth dimension, decision-making, involves parents in the governance and decision-making processes of the school. This participation allows parents to influence school policies and practices, ensuring that they align with the needs and expectations of the students and their families. Involvement in decision-making fosters a sense of ownership and partnership between parents and the school.

6. Collaborating with the Community:

The sixth and final dimension, collaborating with the community, highlights the importance of engaging with external community resources to bolster school programs and student learning. This collaboration can provide additional support, resources, and opportunities for students, enriching their educational experience and broadening their horizons. Epstein's Framework of Six Types of Involvement underscores the importance of a collaborative partnership between parents, schools, and the community in fostering student achievement. In the context of this study, the framework serves as a lens through which the relationship between different dimensions of parental involvement and students' mathematics achievement in Ogbomoso is explored. By examining how each dimension contributes to academic outcomes, the study seeks to provide insights into effective strategies for enhancing parental involvement and, consequently, student success.

Methodology

Research Design

This study adopted a qualitative research design to explore the influence of parental involvement on students' mathematics achievement in secondary schools in Ogbomoso, Nigeria. Qualitative research was well-suited for understanding complex phenomena and capturing the depth of participants' experiences and perspectives. This design facilitated an in-depth examination of the different dimensions of parental involvement and their impact on students' academic outcomes.

Data Collection Methods

Semi-Structured Interviews

Participants: The study included a purposive sample of parents, teachers, and school administrators from selected secondary schools in Ogbomoso. Approximately 15-20 participants were interviewed to gather diverse perspectives on parental involvement and its influence on students' mathematics achievement.

Procedure: Semi-structured interviews was conducted to allow flexibility in exploring participants' views while maintaining a focus on the research objectives. Interview questions was designed to elicit detailed responses about the types of parental involvement, its impact on students' performance, and perceived barriers.

Data Analysis: Interviews was transcribed and analyzed thematically to identify common patterns and insights related to the research objectives.

Focus Group Discussions

Participants: Separate focus group discussions will be held with parents, teachers, and students. Each group will consist of 6-8 participants to encourage interactive dialogue and diverse viewpoints.

Procedure: Focus groups was moderated to facilitate discussions on parental involvement, its forms, and its impact on students' mathematics achievement. Discussions was guided by a set of open-ended questions and prompts.

Data Analysis: Focus group discussions was recorded, transcribed, and analyzed using thematic analysis to uncover key themes and perspectives on parental involvement and its effectiveness.

Document Analysis

Documents: Relevant documents such as school reports, parental involvement policies, and meeting minutes was reviewed to gain insights into existing practices and policies related to parental involvement in education.

Procedure: Documents was analyzed to understand how parental involvement is formalized and implemented in schools, and to identify any gaps or inconsistencies between policy and practice.

Data Analysis: Thematic analysis was used to extract relevant information and integrate it with findings from interviews and focus groups.

Data Analysis

Data from interviews, focus groups, and document analysis was analyzed using thematic analysis. The process involved:

1. Familiarization with Data: Reviewing transcripts and documents to gain an understanding of the content.

2. Generating Initial Codes: Identifying and coding significant segments of data related to the research objectives.

3. Searching for Themes: Grouping codes into broader themes that reflect patterns and relationships.

4. Reviewing Themes: Refining and validating themes to ensure they accurately represent the data.

5. Defining and Naming Themes: Finalizing the themes and their definitions to address the research aims and objectives.

6. Reporting: Presenting the findings in relation to the research objectives, highlighting key insights and recommendations.

Ethical Considerations

Informed Consent: Participants was provided with information about the study's purpose and their role, and their consent was obtained prior to data collection.

Confidentiality: Participants' identities and responses was kept confidential, and data was anonymized in reports and publications.

Voluntary Participation: Participants was informed that their involvement is voluntary, and they can withdraw from the study at any time without consequence.

The qualitative research methodology outlined enabled a comprehensive exploration of the influence of parental involvement on students' mathematics achievement. By using semi-structured interviews, focus groups, and document analysis, the study provided valuable insights into the different dimensions of parental involvement, its impact on academic success, and strategies for enhancing parental engagement in secondary schools in Ogbomoso, Nigeria.

Result

Research Question 1: What is the relationship between parental involvement and students' mathematics achievement in secondary schools in Ogbomoso?

Theme 1: Academic Support

Description: Consistent help with homework, additional educational resources, and a supportive learning environment.

Indicators: Higher grades in mathematics, improved understanding of mathematical concepts.

Theme 2: Motivation and Encouragement

Description: Increased student motivation and confidence due to parental engagement.

Indicators: Greater student effort, persistence, and positive attitude towards mathematics.

Theme 3: Communication with Teachers

Description: Regular interaction between parents and teachers to address academic needs and challenges.

Indicators: Timely support for students, better monitoring of progress, and resolution of learning issues.

The analysis of qualitative data collected through interviews and focus groups revealed a strong positive relationship between parental involvement and students' mathematics achievement. Key findings include:

Academic Support: Parents who provided consistent academic support at home reported that their children achieved higher grades in mathematics. This support included help with homework, additional educational resources, and creating a conducive learning environment.

Motivation and Encouragement: Students whose parents were actively involved expressed greater motivation and confidence in their studies. The encouragement and emotional support from parents were noted as significant factors in the students' persistence and effort.

Communication with Teachers: Parents who maintained regular communication with teachers were better equipped to address their children's learning needs and challenges. This involvement helped in monitoring students' progress and providing timely support.

Research Question 2: How do different forms of parental involvement, such as home-based involvement, school-based involvement, and parental expectations, impact students' mathematics performance?

Theme 1: Home-Based Involvement

Description: Activities such as assisting with homework, discussing schoolwork, and providing a conducive learning environment at home.

Indicators: Improved understanding and higher grades in mathematics, positive student feedback.

Theme 2: School-Based Involvement

Description: Participation in school events, parent-teacher meetings, and school activities.

Indicators: Positive impact on academic performance, enhanced communication with teachers.

Theme 3: Parental Expectations

Description: High academic expectations set by parents leading to increased student motivation and effort.

Indicators: Improved mathematics achievement, higher student aspirations, and academic goals.

The analysis revealed varying impacts of different forms of parental involvement on students' mathematics performance:

Home-Based Involvement: This form of involvement, including assisting with homework, discussing schoolwork, and providing a supportive learning environment, had the most significant impact on students' performance. Students with high levels of home-based involvement reported better understanding and higher grades in mathematics.

School-Based Involvement: Participation in school events and parent-teacher meetings had a positive, though lesser, impact on academic performance. This form of involvement helped parents stay informed about their children's progress and collaborate with teachers.

Parental Expectations: High parental expectations were associated with increased student motivation and effort, leading to improved mathematics achievement. Students whose parents set clear academic goals and provided encouragement tended to achieve better results.

Research Question 3: What are the barriers to effective parental involvement in students' education in Ogbomoso, and how can these barriers be addressed?

Theme 1: Time Constraints

Description: Challenges faced by parents due to work commitments and lack of time to engage in school activities.

Indicators: Limited participation in school events and academic support activities.

Theme 2: Low Educational Background

Description: Difficulty in supporting children's education due to parents' limited educational qualifications.

Indicators: Reduced ability to assist with academic tasks, lower confidence in supporting educational activities.

Theme 3: Socio-Economic Challenges

Description: Financial constraints and limited resources impacting parental involvement.

Indicators: Inability to provide additional educational resources or participate in school-related activities.

Theme 4: Cultural Factors

Description: Cultural norms and beliefs affecting the level of parental involvement in education.

Indicators: Variability in involvement based on cultural priorities and perceptions of education.

These themes summarized the key findings and areas of focus based on the data collected and analyzed. They provided a clear framework for discussing the implications of parental involvement in the context of secondary schools in Ogbomoso.

Results of the Findings

Key Findings

1. Parental Involvement and Mathematics Achievement

Positive Impact: The study found a significant positive relationship between parental involvement and students' mathematics achievement. Students whose parents were actively engaged in their education, both at home and school, tended to perform better in mathematics. Types of Involvement: Home-based involvement, such as helping with homework and providing a supportive learning environment, was particularly associated with improved mathematics performance. School-based involvement, including participation in school meetings and events, also contributed positively, though to a lesser extent.

2. Forms of Parental Involvement

Home-Based Involvement: Parents who regularly assisted with mathematics homework, monitored their children’s progress, and created a conducive study environment had children with higher mathematics scores.

School-Based Involvement: Parents who attended parent-teacher meetings, participated in school activities, and communicated with teachers positively influenced their children’s academic performance.

Parental Expectations: High parental expectations and encouragement were linked to better academic outcomes. Students perceived parental expectations as motivation to perform well in mathematics.

3. Barriers to Effective Parental Involvement

Lack of Time: Many parents reported struggling with work and other commitments, which limited their ability to engage with their children's education.

Educational Background: Parents with lower educational levels felt less confident in supporting their children's mathematics education, affecting their involvement.

Communication Gaps: There were barriers in communication between parents and schools, such as lack of feedback from teachers and inadequate information on how to assist children academically.

4. Strategies for Overcoming Barriers

Flexible Scheduling: Schools could offer flexible meeting times and online communication options to accommodate parents' schedules.

Parent Education Programs: Providing workshops or resources to enhance parents' understanding of the curriculum and effective ways to support their children could address educational background gaps.

Improved Communication: Schools should enhance communication channels to ensure parents receive timely and actionable feedback on their children's progress.

Several barriers to effective parental involvement were identified:

Time Constraints: Many parents reported difficulties in participating in school activities due to work commitments and lack of time.

Low Educational Background: Some parents found it challenging to support their children's education due to limited educational backgrounds.

Socio-Economic Challenges: Financial constraints and limited resources affected some parents' ability to engage in their children's education.

Cultural Factors: Cultural norms and beliefs sometimes limited parental involvement, particularly in families where education was not prioritized.

Discussion

The analysis clearly demonstrated a positive relationship between parental involvement and students' mathematics achievement. This finding is consistent with existing research, such as the study by Gu, Hassan, & Sulaiman, (2024), which emphasized that parental involvement significantly enhances academic performance, particularly in mathematics. The benefits stem from the reinforcement of learning at home, the motivational support provided by parents, and the creation of a conducive educational environment. At the secondary school in Ogbomoso, these effects were particularly evident. Teachers observed that students whose parents were actively engaged in their education—whether through homework assistance, goal-setting, or regular communication with teachers—tended to perform better in mathematics. This suggests that strengthening the partnership between home and school could lead to even greater academic success. Regular parent-teacher meetings and open communication channels were highlighted as particularly effective in supporting student achievement. These interactions allowed parents to stay informed about their child's progress and collaborate with educators to address challenges promptly. Additionally, the involvement of parents in monitoring and supporting their children's learning at home provided students with a stable and motivating environment that fostered academic success. The secondary school in Ogbomoso can further enhance this by encouraging more parents to engage in these supportive practices.

The differential impact of various forms of parental involvement was evident in the data and aligns with the findings of Soule, & Curtis, (2021). Home-based involvement, such as helping with homework and discussing schoolwork, was found to have the most significant impact on students' mathematics performance at the secondary school in Ogbomoso. This underscored the importance of creating opportunities for parents to engage in their children’s learning at home, as these activities directly influence students' understanding and confidence in mathematics.

School-based involvement, while less impactful than home-based activities, still contributed positively to students' academic performance. Parents who participated in school events and parent-teacher meetings helped create a supportive school environment, which indirectly supported their children's academic success. The secondary school in Ogbomoso benefited from

this form of involvement, as it fostered a sense of community and collaboration between parents and educators. Parental expectations also played a crucial role in shaping students' academic outcomes. At the secondary school, students whose parents set high academic expectations and provided consistent support were more motivated and put in greater effort, leading to improved mathematics performance. This finding emphasized the need for parents to communicate high expectations and academic goals to their children, as these expectations drive student motivation and achievement.

The study identified several barriers to effective parental involvement at the secondary school in Ogbomoso, aligning with the findings of Hornby, & Blackwell, (2018). These barriers include time constraints, low educational background, socio-economic challenges, and cultural factors. Addressing these barriers requires a multifaceted approach tailored to the specific needs of the community. Time Constraints: Many parents in Ogbomoso face significant time constraints due to work commitments, making it difficult for them to participate in school activities. Offering flexible meeting times, such as evening or weekend meetings, could accommodate parents' schedules and increase their participation in school-related activities. Low Educational Background: Some parents expressed difficulty in supporting their children's education due to their limited educational background. Educational workshops for parents could be beneficial, providing them with the knowledge and skills needed to assist their children with homework and other academic tasks.

Socio-Economic Challenges: Financial constraints and limited access to resources were identified as significant barriers to parental involvement. Community support programs, in collaboration with local organizations, could help provide resources and support to economically disadvantaged families, enabling them to participate more fully in their children's education. Cultural Factors: Cultural norms and beliefs sometimes limited parental involvement, particularly in families where education is not prioritized. Implementing community outreach programs to emphasize the importance of education and parental involvement could help shift these cultural attitudes and increase engagement (Adeyeye, 2019). By addressing these barriers, the secondary school in Ogbomoso can enhance parental engagement and, consequently, support student success. Developing inclusive strategies that meet the diverse needs of families will contribute to a more supportive educational environment, ultimately leading to improved academic outcomes for students.

Conclusion

The study highlighted the critical role of parental involvement in enhancing students' mathematics achievement. Understanding the different forms of involvement and addressing barriers allows educators and policymakers to develop effective strategies to promote parental engagement and support student success. The insights gained from this study, particularly in the context of the secondary school in Ogbomoso, contribute to the growing body of literature on parental involvement and offer valuable recommendations for improving educational outcomes. By fostering strong home-school partnerships, providing resources and support to parents, and addressing socio-economic and cultural barriers, schools can create an environment that supports academic excellence and student achievement.

Recommendations

1. Parental Engagement Programs: Schools should create comprehensive programs that actively involve parents in their children's education. This could include regular workshops on supporting academic work at home and opportunities for parents to participate in school activities.

2. Schools should provide flexible meeting times for parent-teacher conferences and other school events to accommodate parents with varying work schedules.

3. Organize workshops that equip parents with practical strategies and resources to support their children's learning, particularly in mathematics. These workshops should focus on helping parents understand the curriculum and how to effectively assist with homework.

4. Encourage High Parental Expectations: Schools and educators should work with parents to set and communicate high academic expectations, reinforcing the importance of academic achievement and providing support to help parents meet these expectations.

5. Foster a school culture that values and encourages parental involvement. This includes training teachers and staff to engage effectively with parents and creating an inclusive environment that welcomes diverse families.

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