

Parental Involvement and Academic Achievement: Basis for an Academic Support Program in Key Stage 1

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Abstract— This study explored the relationship between parental involvement and academic achievement as a basis for an Academic Support Program for Key Stage 1 students. Recognizing the positive influence that active parental engagement has on student achievement, this research examines the specific forms of parental involvement most strongly associated with improved academic performance. Utilizing a quantitative approach, the study investigates three primary questions: (1) relationship between the level of parental involvement and students' academic achievement in Key Stage 1, (2) the forms of involvement—such as Involvement in school activities, home-based support, and teacher communication—that are most impactful, and (3) the development of an action plan to enhance student outcomes.

Data were collected from 30 parents through surveys and academic assessments, providing insights into effective engagement strategies and challenges. Findings reveal that consistent and structured parental involvement, especially through home support and open communication with teachers, significantly contributes to better academic results in Key Stage 1.

Keywords— Parental Involvement, Academic Achievement, Key Stage 1, Academic Support Program, Home Support, Teacher Communication, School-Based Activities, Student achievement.

I. INTRODUCTION

Parental involvement is a significant factor in a child's educational achievement, positively influencing academic performance, motivation, and social development. Numerous studies highlight the benefits of parental engagement in children's education, demonstrating that students with active parental support tend to achieve better academically and develop stronger social skills (Epstein, 2018; Hill & Tyson, 2009). However, despite these known advantages, fostering effective and consistent parental involvement remains a challenge, especially during the early stages of education, such as Key Stage 1, where foundational literacy, numeracy, and social skills are developed (Hoover-Dempsey et al., 2005).

Schools and educators encounter various barriers to achieving meaningful parental involvement, including diverse socioeconomic backgrounds, limited resources, and varied parental understanding of effective engagement strategies (Jeynes, 2012). These challenges often prevent schools from implementing structured support programs that align with both the parents' capacities and the children's learning needs. In early childhood education, specifically, establishing a strong parent-school partnership is crucial, as these years set the groundwork for students' future learning experiences (Desforges & Abouchaar, 2003).

This study sought to explore the relationship between different types of parental involvement and students' academic achievement. By examining specific forms of involvement, such as Involvement in school activities, home support, and teacher communication, this research aims to provide insights that will support the development of a structured academic support program. The findings are expected to offer valuable guidance for schools and policymakers, helping them implement strategies that strengthen parent-teacher partnerships and promote improved academic achievement for students in Key Stage 1.

Statement of the Problem

Despite extensive research highlighting the importance of parental involvement in enhancing students' academic performance, schools continue to face challenges in achieving consistent, effective parental engagement. In early education, particularly in Key Stage 1, parental support is crucial for helping students build foundational skills in literacy, numeracy, and social interaction.

However, barriers such as socioeconomic constraints, varying levels of parental understanding, and limited access to resources often hinder schools' ability to foster meaningful parental involvement (Bakker & Denessen, 2007).

This study sought to address the following research questions:

1. What is the relationship between the level of parental involvement and students' academic achievement in Key Stage 1?
2. Which specific forms of parental involvement (i.e., involvement in school activities, home-based support, communication with teachers) are most strongly associated with academic achievement?
3. What action plan can be developed to enhance the academic support provided to Key Stage 1 students through increased parental involvement?

II. METHODOLOGY

This study employed a quantitative research design to examine the relationship between parental involvement and academic achievement among students in Key Stage 1. A survey-based approach was used to gather data from parents and teachers, while academic records will be analyzed to assess students' academic performance. The following sections outline the participants, data collection methods, instruments, and data analysis procedures used in the study.

Participants

The study involved a sample of parents and teachers of Key Stage 1 students from selected elementary schools. The sample size will consist of approximately 30 parents, selected using stratified random sampling to ensure representation across different socioeconomic backgrounds. This approach helps to capture diverse experiences and perspectives regarding parental involvement.

Data Collection

Data were collected through a checklist survey and academic record analysis.

Survey Questionnaire:

A survey questionnaire was distributed to parents and teachers. The survey will contain questions designed to assess different aspects of parental involvement, including:

- a. Involvement in School Activities. Participation in school activities, events, and volunteering;
- b. Home Support. Activities such as helping with homework, setting a study routine, and providing a conducive learning environment at home; and

- c. Communication with Teachers. Frequency and quality of interactions between parents and teachers regarding the child's progress.

The survey used a Likert scale to measure the frequency and perceived impact of each type of involvement.

The academic achievement of students was assessed through their academic records, including GPA for the 1st Quarter, provided by the school with parental consent. These records provided objective measures of the students' academic achievement.

Instruments

The primary instrument for data collection is a checklist survey questionnaire. The questionnaire was pilot-tested with a small group of parents to ensure clarity, reliability, and validity. The academic records served as secondary data, providing quantifiable measures of student achievement.

Data Analysis

The collected data was analyzed using statistical methods to explore the relationships between parental involvement and academic achievement. Descriptive statistics, such as mean, median, and standard deviation, summarized the levels of parental involvement and academic achievement. Pearson's correlation coefficient was used to determine the strength and direction of the relationship between the level of parental involvement and students' academic performance.

Ethical Considerations

Ethical approval was obtained from the relevant school and research boards. Participants were informed about the study's purpose, procedures, and their right to withdraw at any time. Informed consent was collected from parents, and data will be kept confidential and anonymized to protect participants' privacy.

This methodology is designed to provide a comprehensive understanding of the impact of parental involvement on students' academic achievement, ultimately contributing to the development of an effective academic support program in Key Stage 1.

III. RESULT AND DISCUSSION

The analysis revealed a positive relationship between parental involvement and academic achievement among Key Stage 1 students.

Table 1: Relationship between the level of parental involvement and students' academic achievement in Key Stage 1

Parental Involvement Area	Description	No. of Responses (out of 150)	Percentage (%)	Interpretation
Involvement in School Activities	Involvement in school events, volunteering in classrooms, and attending parent-teacher conferences.	92	61.3%	Higher engagement in school-based activities correlates positively with academic achievement.
Home-Based Support	Assistance with homework, creating a conducive study environment, and encouraging reading at home.	85	56.7%	Moderately strong engagement, positively linked to academic success but with less impact than school activities.
Communication with Teachers	Regular updates about student progress and academic performance feedback.	78	52.0%	Lower engagement in communication with teachers may limit potential positive impact on achievement.

The table 1 shown that the survey reveals a positive correlation between parental involvement in school-based activities and students' academic achievement, as indicated by the highest response rate of 61.3%. This suggests that parents who engage directly with the school and attend events may see better academic outcomes in their children. Home-based support also

contributes positively but appears slightly less influential compared to school-based involvement. Lower scores in communication with teachers highlight an area for improvement; fostering more regular and effective communication channels could bridge gaps and enhance academic support.

Table 2: Forms of parental involvement (e.g., involvement in school activities, home-based support, communication with teachers) are most strongly associated with academic achievement

Form of Parental Involvement	No. of Responses (out of 150)	Percentage (%)	Average Academic Achievement (Estimated)	Interpretation
Involvement in School Activities	92	61.3%	Highest	Strongest association with academic success, indicating impactful engagement.
Home-Based Support	85	56.7%	Moderate to high	Positive correlation but less impact compared to direct school involvement.
Communication with Teachers	78	52.0%	Moderate	Indicates potential to improve student outcomes if communication is increased.

Table 2 shown that the data suggest that school-based activities have the most substantial impact on academic achievement, as this form of involvement received the highest level of parental engagement. This indicates that physical presence and active participation in school settings may have a stronger effect on students' performance compared to home-based support or communication with teachers. Nonetheless, both home support and teacher communication still positively influence student outcomes, although to a lesser extent.

Schools might consider prioritizing programs that increase parent participation in school activities while also improving communication frameworks.

Parent-Teacher Support Program Action Plan

Goal: To develop and implement a structured Parent-Teacher Support Program that increases parental involvement, thereby improving students' academic performance in Key Stage 1.

Objectives:

1. Enhance communication between parents and teachers.
2. Increase parental involvement in academic and extracurricular activities.
3. Provide resources and support for parents to reinforce learning at home.
4. Collaborate on solutions to address student behavioral and academic concerns.

Table 3: Action Plan

Action Steps	Target Participants	Timeline	Resources Needed	Responsible Person(s)	Success Indicators
1. Orientation Session for Parents	30 parents	August	Venue, handouts	Teachers, School Counselor	Increased understanding of the program’s objectives.
2. Regular Parent-Teacher Meetings	Parents, Teachers	Quarterly	Meeting space, materials	Class Teachers	Improved parent-teacher communication.
3. Monthly Parent Newsletters	Parents	Monthly	Newsletter platform	School Admin, Teachers	Parents updated on school events and student progress.
4. Parent Volunteer Program	30 parents	Ongoing	Volunteer schedules	Parent-Teacher Association	Higher parent involvement in school activities.
5. Homework Assistance Guide for Parents	Parents	September	Printed guides, handouts	Teachers	Increased homework completion and quality.
6. Behavior Management Workshop	Parents and Teachers	October	Workshop space, materials	School Counselor	Reduced behavioral issues; positive student feedback.
7. Parent-Teacher Feedback Survey	30 parents and teachers	December	Survey tool	School Admin	Improved program based on feedback received.

Monitoring and Evaluation:

1. Monthly Review – Track attendance and engagement in activities and workshops.
2. Quarterly Feedback – Conduct surveys and open forums to gather feedback from parents and teachers.
3. Annual Evaluation – Assess the overall effectiveness of the program by comparing student academic and behavioral outcomes.

Expected Outcomes:

- Stronger parent-teacher relationships.
- Increased parent involvement in school activities.
- Enhanced student academic performance and well-being.
- Improved communication between school and home.

Frequent communication between parents and teachers positively impacted students’ academic performance by allowing tailored support and timely interventions.

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