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**The Effects of Parental Involvement on Learners'
Academic Performance**

Dissertation submitted in partial fulfilment of the requirements for the master's degree in
didactics

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DEDICATION

*In the name of Allah, the Most Gracious, the Most Merciful,
All praise is due to Allah, who granted me the strength, patience, and perseverance to
complete this humble work.*

*To my beloved family,
for their unconditional love, endless patience, and unwavering support throughout every step
of this academic journey.
Your faith in me gave me strength when I needed it most.*

*To my dear friends,
thank you for standing by my side, for your words of encouragement, and for reminding me to
smile even during the most challenging times.
This achievement is as much yours as it is mine.*

*With all my gratitude,
this work is dedicated to you*

MEDJELLED Nadjet

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Abstract

This study explored the role of parental involvement in shaping students' academic achievement within the Algerian educational context. While the influence of parents on their children's school performance is widely acknowledged, there remains a need to investigate the nature, effectiveness, and limitations of this involvement in local middle schools. The purpose of the study was to examine the impact of different forms of parental involvement on students' performance and to identify the challenges that hinder effective engagement. The research also aimed to propose strategies to strengthen collaboration between parents and schools. The study adopted a mixed-methods approach. Quantitative data were collected through a questionnaire administered to 15 teachers, while qualitative data were gathered through interviews conducted with 30 educated parents and more than 30 students from Hassiba Middle School. This combination allowed for a comprehensive analysis of the issue from multiple perspectives. The findings revealed that students who benefited from regular parental support tended to perform better academically, showing greater motivation, self-confidence, and improved study habits. Parents were found to be involved in various ways, including academic monitoring, emotional support, and attending school events. However, many faced barriers such as time constraints, lack of communication with schools, and limited awareness of how to help. Overall, the study confirmed that parental involvement plays a vital role in student success, but also emphasized the importance of supporting and guiding parents to overcome existing obstacles. Strengthening the school-family partnership can lead to more effective educational outcomes for students.

Keywords: parental involvement, academic achievement, student success, educational barriers, school-family collaboration.

General Introduction

1. Introduction

Unquestionably, parents brought their children into the world. They contribute to the evolution of human history by reproducing human beings within a particular society. According to research by Grolnick and Slowiaczek, 1994; Hill and Taylor, 2004, learners' academic performance is greatly influenced by their parents. A child's grades, test scores, and general school performance can all be significantly impacted by parental participation. Depending on their age, parents can assist their children's education in a variety of ways, such as by helping with schoolwork, sponsoring extracurricular activities, attending parent-teacher conferences, volunteering at the school, or providing transportation. It is believed that communities, schools, and families all have responsibilities for parental involvement (Çayak, 2021). This is due to the fact that it depends on a wide range of contextual and individual factors, including the child's age, gender, cultural background, and socioeconomic level (SES) (Hoover & Sandler, 1995).

This study aims to explore how parental involvement affects learners' academic performance, particularly in Algeria. While many studies highlight the importance of parental engagement, there is still a need to examine their impact on children's academic success. Understanding this connection is important for improving education policies and helping both parents and schools support students effectively.

2. Statement of the Problem

Education is one of the most important aspects of a child's development, and parents play a key role in shaping their learners' academic performance. Many studies have shown that when parents are involved in their children's education, students tend to perform better in school. They achieve higher grades, develop better study habits, and have a more positive attitude toward learning. However, the level and type of parental involvement can vary greatly depending on different factors, such as socioeconomic status, education level, cultural background, and even parents' work schedules. Despite the well-documented benefits of parental involvement, many parents struggle to engage in their children's education effectively. Some may not know how to support their child's learning, while others face barriers like time constraints, lack of resources, or limited communication with teachers. Additionally, schools and communities do not always provide enough guidance or opportunities for parents to be actively involved.

This study seeks to explore the impact of parental involvement on students' academic success, focusing on the different ways parents contribute to their children's education and the

challenges they face. By understanding these factors, educators, policymakers, and families can work together to create better strategies for improving student outcomes through stronger parental engagement.

3. Objectives of the Study

This study aims to explore the impact of parental involvement on students' academic success. It seeks to examine the role parents play in their children's education and how their engagement influences school performance. Additionally, it aims to identify the different ways parents support their children's learning, such as assisting with homework, attending school meetings, and so on. The study also investigates the challenges that may prevent parents from being actively involved. Finally, this research aims to suggest effective strategies to enhance parental engagement and promote stronger collaboration between parents, teachers, and schools to improve student outcomes.

4. Research Questions

The current study raises three main questions:

1. How does parental involvement influence children's academic performance?
2. What are the different ways parents contribute to their children's education?
3. What challenges do parents face in engaging with their children's education?

5. Research Hypotheses

1. Parental involvement has a positive impact on children's academic performance, leading to higher grades, better study habits, and increased motivation.
2. Parents contribute to their children's education in various ways, such as assisting with homework, attending school meetings, and encouraging learning at home.
3. Parents face multiple challenges in engaging with their children's education, including work constraints, lack of resources, and limited communication with schools.

6. Research Methodology

This study uses a mixed method to understand how parental involvement affects children's academic performance. To gather meaningful insights, questionnaires and interviews are conducted with learners, parents and teachers. The questionnaires help explore their views on the role of parental involvement, the different ways parents support their children's learning, and the challenges they face. The interviews, on the other hand, allow for deeper discussions, giving parents and learners the chance to share their personal experiences and opinions. By using this approach, the study aims to provide a clear and detailed picture of how parents contribute to their children's education and what can be done to improve their involvement.

7. The Organization of the Study

This study is divided into three main chapters. The first chapter presents the theoretical background of the study, discussing key theories and previous research on parental involvement in education. It explores different perspectives on how parents influence their children's academic success and the factors that shape their level of involvement.

The second chapter presents the practical part of the study, explaining the research methodology used to collect data. It details the qualitative approach, the use of questionnaires and interviews, and the participants involved in the study. The third chapter presents the findings and discussion, analyzing the results from the collected data.

Chapter One

Parental Involvement in Education

Introduction

Parental involvement plays a crucial role in shaping students' academic performance, motivation, and overall educational experience. Extensive research has demonstrated that when parents actively participate in their children's education, students are more likely to achieve academic success, develop essential social skills, and cultivate a positive attitude toward learning. Given its significance, parental involvement has become a central focus in discussions on educational policy and school-family partnerships.

This chapter provides an in-depth exploration of parental involvement by defining key concepts, examining theoretical models, and analyzing its impact on students' academic success. It highlights various forms of parental participation, including home-based and school-based engagement, and discusses essential frameworks, such as Epstein's six types of involvement. Additionally, the chapter addresses common barriers to parental involvement and proposes strategies to foster stronger collaboration between schools and families. By understanding the multifaceted nature of parental involvement, educators and policymakers can implement effective initiatives that promote student achievement and enhance school-family partnerships.

1.1.The Definition of Parental Involvement

The word "parental involvement" refers to the level of parental involvement in their children's education. From an educational standpoint, parents must actively and consistently participate in their children's education. It is conventional wisdom that the more parents are dedicated to their children's education, the more successful the children will be in the long run (Oranga et al., 2023).

Different definitions and dimensions of parental participation have been established by research-based evidence. Harris and Goodall (2007) distinguished between parental engagement and parental involvement, noting that the former refers to the support and assistance that parents provide to their children, while the latter includes the involvement of parents or other guardians in a variety of activities with or within the school. Other research (Grolnick & Slowiaczek 1994, LaRocque et al. 2011) defined parental participation as the commitment of parenting resources or educational investment.

Other researchers have added broad definitions of parental engagement in terms of the setting in which it occurs, for as at home or at school (Jeynes, 2003). Parental practices that are

connected to their children's education are referred to as both home and school-based parental participation. Examples of home-based engagement include helping children with their homework, having conversations with them about school, establishing high expectations, encouraging their academic success, and creating a structured environment that fosters learning. However, school-based involvement encompasses actions such as volunteering at schools where children attend, participating in school-related groups and events, and communicating with school personnel and teachers (Sapungan et al., 2014).

In the beginning, parent involvement was mostly understood to mean that parents only participated in school-sponsored events when requested by the school (Coulombe, 1995). According to Vandergrift and Green (1992), there are two separate parts to parent involvement: parents acting as active partners and parents acting as supporters. The definition of parent involvement has changed to include the active and informed participation of parents from the time of birth through their children's elementary and secondary school as a result of educational reforms that have demanded greater accountability. The focus has shifted from parents to families, from families to community organizations, and from the willing parents to the parents who are at risk or difficult to reach.

The idea that most parents genuinely care about their kids and have significant opinions about them has been sparked by the definitional change. Furthermore, parents are able to pick up new skills that they may apply. Furthermore, it is thought that there are various types of families and that families do have strengths (Liontos, 1992). Even though non-traditional families are far more prevalent now than they were forty years ago, modern alternative family structures are successful and ought to be acknowledged as such (Jesse, 1997). Reading to preschoolers is an example of parental involvement. It involves preparing kids for school each morning. It's school voluntary work. It is pressing lawmakers to support children and participating in cooperative decision-making groups (Jesse, 1997, p. 2). There are various ways that parents can become involved.

1.2. Defined Types of Parental Involvement

Several researchers have distinguished between various forms of parental involvement. Inger and Flaxman (1992) have identified three ways in which parents can become involved in schooling: through direct involvement in school management and choice and by being present in the schools; through participation in special parenting training programs; and through family resource and support programs. In keeping with this school of thought, Moore (1991)

distinguished three methods of parent involvement: parents as volunteers, parents as policymakers, and parents as developmental facilitators. According to Hester (1989), who views parental engagement as a key element of communication, parents are seen as advocates, teachers, and facilitators of their children's growth.

Effective parent participation is best described as a highly potent enabling and enhancing factor in the children's total academic performance, as is typically the case, rather than a prerequisite for success in and of itself (Hoover-Dempsey & Sandler, 1995). Davies (1991) identified three common themes for parental involvement: sharing responsibility, serving the complete child, and ensuring success for all children. Additionally, the three forms of involvement were approved by the National Parent Teacher Association Board of Directors: parents as the primary educators in the home, parents as collaborators with the schools, and parents as champions for all children and young people (National PTA, 1993).

The National PTA published six guidelines for parent participation. Together with other reform projects that focus on children's learning and achievement, these research-based standards, or forms of involvement, were developed (Ramsburg, 1997). In order to improve parent and family involvement for all children in schools and other programs, these national criteria for parent/family involvement programs are voluntary guidelines. The six standards and associated quality indicators give communities, PTA groups, and local schools the elements they need to create parent/family involvement programs that are incredibly successful (National PTA, 1997).

Communication, parenting, student learning, volunteerism, school advocacy and decision-making, and community collaboration are some of these standards (National PTA, 1997). The six categories of parent participation that Johns Hopkins University education researcher Joyce Epstein defined served as the foundation for the parent involvement criteria (Ramsburg, 1997).

1.2.1. The Framework of Epstein the sample practices, or activities, in researcher Joyce Epstein's framework for parent participation aid in describing increased involvement. The difficulties and outcomes anticipated from applying the six forms of involvement are also covered in Epstein's work. Parenting, communication, volunteering, at-home education, decision-making, and community collaboration are the six categories of parent participation (Epstein, et al., 1997).

1.2.1.1. Parenting: Parenting programs help parents develop their parenting abilities and create environments in the home that will help kids succeed academically. Additionally, they aid schools in comprehending families. Schools have an obligation to assist all families in creating home settings that promote children as learners. There should be access to parent education as well as further training or courses for parents, such as family literacy programs, college credit, and general educational development. Families can receive help with health, nutrition, and other services through family support programs. At the crucial junctures where children enter preschool, elementary school, middle school, and high school, home visits must to be offered. Families can communicate their concerns and information about their children's aspirations to schools through annual surveys .Other activities include workshops, videotapes, and computerized telephone messages (Epstein, et al., 1997)

1.2.1.2. Communication The second type of parental involvement is communication. There are effective ways to communicate about school programs and kids' success between the family and the school. Every parent should have a conference arranged at least once a year, with follow-ups as necessary. Families must have access to language interpreters when they need them. There needs to be a consistent plan in place for helpful announcements, memos, phone conversations, newsletters, and other correspondence. Every week or every month, student work folders are delivered home (Epstein et al., 1997).

1.2.1.3. Volunteering is the third way that parents may get involved, according to Epstein. Using yearly surveys and questionnaires, find and coordinate parental assistance and support. Volunteer programs in schools and classrooms assist educators, administrators, students, and other parents with a range of tasks. A location for volunteer work, gatherings, and family resources is offered by parent rooms or family centres. According to Epstein et al. (1997), parent patrols improve student safety.

1.2.1.4. Learning at Home The fourth type of parental involvement, learning at home, gives families advice and suggestions on how to support their children at home with homework and other curriculum-related tasks, choices, and planning abilities. Families are given information on the abilities needed by kids in every topic at every grade level, as well as details on homework regulations and how to supervise and discuss schoolwork at home. It is advised that families get involved in helping their children set annual academic goals and make plans for college or the workforce. Students can engage in activities from summer learning packs (Epstein et al., 1997)

1.2.1.5. Decision-Making The fifth type of parental involvement, decision-making, involves families in school choices and fosters the growth of parent leaders and representatives. Decision-making opportunities are provided by active PTA, PTO, or other parent organisations, as well as advisory councils for parent leadership and involvement. Independent advocacy organisations work to improve and change schools. All families are connected to parent representatives through networks. Parents and teachers work together in action teams that supervise the growth of the school's entire curriculum (Epstein et al., 1997).

1.2.1.6. Working with the Community is the sixth approach that parents may get involved, according to Epstein. Find and incorporate community resources and services to improve student learning and development, family practices, and school activities. Through cooperation, information on cultural, recreational, social assistance, community health, and other activities or services is made available to students and their families.

Additionally, details are provided on community-based activities that might be linked to the development of skills and abilities, such as summer programs that allow kids to demonstrate teamwork. Students, families, and staff 10 provide services to the general public through the school community (Epstein et al., 1997).

In 1996, Epstein argued that "families do not exist in isolation but rather are linked to informal and formal networks of neighbourhoods, communities, and schools from the earliest years." According to Epstein (1996, p. 8), children's traits, including their ability to learn, are "influenced simultaneously, not sequentially, by multiple contacts." The six categories of involvement in the framework overlap. "Now is the time to...start researching how these overlapping'spheres of influence' interact" (Ames, 1993, p. 11). "Family members have a profound and ongoing effect on growth and development as they are children's first teachers" (Dianda & McLaren, 1996, p. 11). Parenting abilities are not innate; they must be taught. Families require workshops, support services, and specialised parent education programs (Epstein & Conners, 1993).

1.3.The Benefits of Parental Involvement

According to a growing body of research, students' learning outcomes improve when parents and the schoolwork together effectively (Fan & Chen, 2001). Parental involvement in education is defined by Dixon (2008), as a combination of the parent's active participation and dedication to the student and the school. Accordingly, parental participation, in practically any form, provides positive demonstrable benefits in students' achievement.

Additionally, several studies show that students' achievement increases with the amount of time parents devote to their children's education, at all levels, including advocacy, decision-making, school fundraising, volunteering, serving as paraprofessionals, and teaching at home (Sakaue, Wokadala & Ogawa, 2023). In a similar vein, Reinke (2013), argues that parental participation serves to satisfy parents' emotional needs, provide knowledge about their children's education, employ parents as change agents, and serve as a source of information about the student at school. Therefore, parents that supply their children with books and other educational materials, schedule time for reading, supervise their children's television viewing, take them on field trips, give them interesting experiences, and keep an eye on their behavior all help their kids succeed academically. In order to enhance learning and give children engaging educational experiences, parents should support teachers' efforts by exposing their kids to real-world learning settings, such as museums, game parks, or manufacturing or agricultural production companies (Griffin & Steen 2010). Therefore, parental involvement at home and at school is essential to providing appropriate education. In a similar vein, Fan and Chen (2001, cited in Anderson, & Minke 2007), argue that parental participation improves kids' academic performance and is a key component in solving many educational issues. Furthermore, the authors contend that parental involvement in their children's education is a key means by which parents can pass along the cultural value of education.

Parental engagement in schooling revolves around three primary elements, according to Fan and Chen (2001), parental expectation, communication, and supervision. Additionally, several of studies indicate that children's learning competence, positive reinforcement, healthy social relationships, a strong sense of self-worth, and fewer behavioral issues are all positively correlated with parental support, involvement, encouragement, and positive reinforcement (Griffin & Steen, 2010; Oranga, Obuba & Boinett, 2022). According to the studies, parental involvement also contributes to the development of positive teacher-parent relationships and a more conducive learning environment for kids.

Furthermore, parental cooperation and involvement guarantees that parents support the continuation and practice of skills acquired at home at school (Oranga, Obuba, Sore & Boinett, 2022). According to the authors, parents who are actively involved in their children's education serve as a source of information about the progress of their children and the difficulties they face at home. As a result, parents must be actively involved in their children's education.

However, a study by Fan and Chen (2001), shows that parents have lost the original teaching function, which has a negative impact on their children's schooling and learning,

despite the many advantages that come with parental involvement and participation in education. In order to improve parental involvement in education, it is necessary to investigate the elements of parental participation in education, as parents have become disinterested observers of their children's learning process. Thus, the subsequent section expounds upon the various elements and methods by which parents might engage in their children's education, as proposed by Epstein (2003).

1.4. Parental Role in Involvement and Children's Academic Performance

The achievement of children can be significantly impacted by the involvement of parents in their education (Tran et al., 2020). Research shows that when parents are involved in their children's education, the children perform better academically, attend school more frequently, and achieve higher scores on standardized examinations (Castillo et al., 2020). There are several ways parents may help their kids learn, such as helping with homework, going to school functions, participating in school decision-making, and keeping the lines of communication open with teachers (Cusinato et al., 2020). Helping with homework is one of the most obvious benefits of parental involvement in a child's education (Romero et al., 2020). According to Emm-Collison et al. (2019), parents who assist their children with their homework are better equipped to guarantee that their children understand the material completely and are ready to perform well on any associated tests or assignments. Additionally, parents who help their children with their homework could be able to identify areas of difficulty and support their progress in those areas (Xu et al., 2020).

Parents can also demonstrate their support for their child's education by attending school plays, parent-teacher conferences, and other events (Casillas et al., 2020). In addition to learning more about their child's academic achievement and potential obstacles, parents can attend these events to show their support for the school and their child's education (Duxbury et al., 2021).

Being heard and considered when making decisions is another aspect of parental participation. By helping to choose an appropriate school or educational program, helping to create an IEP if necessary, and advocating for their child's special needs, parents can take an active part in their child's education (Kaden, 2020). Involving parents in decision-making is crucial because it enables them to ensure that their child gets an education tailored to their needs and that they have access to the tools they need to succeed. Keeping the lines of communication open with educators is an essential component of parental involvement (Valverde-Berrocoso et al., 2020). Parents can stay informed about their child's academic progress and potential

difficulties by keeping in touch with their child's teachers (Seabra et al., 2021). Furthermore, parents and teachers can work together to support their child's education and assist them get past challenges (Sandoval-Reyes et al., 2021). One of the most important indicators of pupils' academic success is the level of parental involvement. Parents who are actively involved in their children's education are more equipped to give them the guidance, encouragement, and tools they need to succeed academically.

Additionally, Research on how parental involvement affects students' academic performance has continuously shown that the two are positively correlated (Al-Kumaim et al., 2021). Academic achievement and parental involvement are correlated, and studies have indicated that adolescents who have parents who are actively involved in their education are more likely to achieve academic success. This correlation is consistent across all age groups, although it seems to be strongest for younger students (Toropova et al., 2021).

There are several explanations for why this link exists (Comunian et al., 2020). Actively participating in their children's education increases the likelihood that parents will assist their children with their homework, which can enhance their comprehension and memory of the subject matter (Liao et al., 2019). According to Iglesias-Sánchez, M., & Sanchez, A. (2020), parental participation in school events and decision-making raised the possibility that students would receive a customized education with the tools they needed to succeed. In summary up, parents can help their kids learn by keeping the lines of communication open with their teachers and working together to resolve any problems or challenges that may arise. Students' emotional health and self-esteem may also be enhanced by parental involvement. Increased parental involvement in a child's education has been associated with better communication and a stronger bond between parents and children, all of which benefit the child's development (Riazi et al., 2021).

Active parental involvement in their children's education can enhance their social and emotional growth as well as their feeling of self-worth. According to a study that was published in the *Journal of School Psychology*, students who had parents who were more invested in their education also reported better levels of self-esteem.

There are several potential reasons for this association. The possibility of a mutually supportive connection and good channels of communication between parents and children is one possible advantage of parental participation (Shad et al., 2019). Because they may feel

supported and like they belong, children's self-esteem and confidence may also gain from their parents' active involvement (Fuentes et al., 2019).

Parental involvement is also crucial because it helps children acquire the social and emotional competencies necessary for success in school and other facets of life. For example, children are better equipped to master problem-solving skills and persevere through difficult assignments when their parents help them with schooling and provide guidance and support (Ezpeleta et al., 2020). According to Smirni et al. (2020), children whose parents participate actively in their education and attend school functions are better prepared to assume leadership roles and enhance their social skills.

Research indicates that parental involvement in a child's schooling may enhance the child's social and emotional development, feeling of self-worth, and academic achievement. Children who have parents who care about their education are more likely to succeed academically, develop important life skills, and feel good about themselves (Jesionkowska et al., 2020).

According to the data, parental involvement significantly predicts a student's academic progress (Papadakis et al., 2020). If parents actively participate in their children's education, they can help them succeed academically and reach their full potential. It is the duty of parents, educators, and governments to promote and support parental involvement in the education and development of their children and young people (Vuong et al., 2021). Children's academic performance and attendance at school are positively impacted by parents who are actively interested in their education (Chen et al., 2020).

1.5.Models of parental Involvement

Parents and educators have a significant impact on pupils' academic achievement. To thrive in school, students require a supportive, inspiring, and high-quality learning environment. Parental support for pupils' education extends outside of the school building due to the growing responsibilities on the family. While balancing job schedules, school, sports, family time, and other obligations, many families deal with demanding and erratic schedules and conditions that provide little time for support in any one area (Swap, 1993).

Despite the fact that parental engagement appears to be the subject of several domestic and international studies, questions remain about parental involvement and what exactly qualifies as effective parental involvement in students' education.

Divergent views may exist among educators, parents, and community members on the best ways to involve students and how each may support the learning process.

Involving parents in their children's education starts at home when they provide a secure and healthy atmosphere, suitable learning opportunities, encouragement, and a positive outlook on education. According to a number of research, adolescents with involved parents perform better academically (Epstein, 2009; Greenwood & Hickman, 1991; Henderson & Berla, 1994; Rumberg et al., 1990; Swap, 1993; Whitaker & Fiore, 2001). Additionally, research shows that when parental involvement is seen as a collaboration between parents and teachers, it works best (Davies, 1996; Emeagwali, 2009; Epstein, 2009). Educators and parents can gain a better knowledge of effective parental participation strategies in fostering student achievement by examining the perceptions of parents and instructors.

Over the years, a number of academics have examined parental engagement and its impact on the educational process, including Henderson and Mapp (2002), Epstein (2009), Davies (1996), and Berger (2008). Joyce Epstein, the director and founder of

Johns Hopkins University's National Network of Partnership Schools is a pioneer in the study of parental participation. Epstein, who has conducted several studies and authored more than 100 articles, specialises in school, family, and community cooperation programs that aim to enhance policy and practice in order to boost student performance and academic accomplishment. Regarding parental engagement, Epstein has established a framework that includes six crucial elements. The results of numerous studies on the most effective components for children's education form the basis of this framework (Epstein, 1995, 1996, 2001, 2003, 2009). Parenting, communicating, volunteering, learning at home, making decisions, and working with the community are those six components.

1.5.1. Parenting encompasses all of the action's parents do to create contented, healthy kids who grow up to be competent scholars. Parents remain committed to their children for the rest of their lives, in contrast to teachers, who have a very limited impact on them. Parents are informed about their child's growth, health, safety, or home circumstances that can enhance student learning through activities that encourage this kind of interaction. consists of: home visits at elementary, middle, and secondary school transition points; family support programs to help families with health, nutrition, and other services; and parent education and other training programs.

1.5.2. Communicating: There are several methods that families and schools can communicate with one another. Flyers and letters regarding significant occasions and activities are sent home by schools. Teachers receive information from parents regarding the health and academic background of their children. An extra channel of communication with families and parents is the school website. consists of at least one annual meeting with each parent; language interpreters to help families when necessary; and a consistent schedule of helpful notices, memos, phone calls, newsletters, and other contacts.

1.5.3. Volunteering is the process of enlisting and planning parental assistance and support for school events and student activities. Volunteering in education can be done in three main ways. First, they might offer their services as tutors or assistants to teachers and administrators in the classroom or at the school. Second, they might offer their services to the school by advertising it in the neighbourhood or helping to raise money for an event. Lastly, they might offer their services as audience members by going to school events or concerts. consists of the following: a school/classroom volunteer program to assist educators, administrators, students, and other parents; a parent room or family centre for volunteer work, meetings, and family resources; and an annual postcard survey to determine all available skills, volunteer places, and hours.

1.5.4. Learning at Home Giving parents advice and information on how to help their children with homework, other curriculum-related decisions and activities is known as "learning at home." Examples of this kind of involvement include parents taking their kids to the museum or helping them with homework. In addition to encouraging parents to engage with the school curriculum, these activities create a family that is focused on education. Parents can learn about what their children are doing in class and how to assist them with their homework through activities designed to promote learning at home. Included are details for families on the abilities needed by kids in every topic at every grade level, guidelines for homework and how to supervise and talk about academics at home, and ways that families may help students make annual goals and prepare for college or the workforce

1.5.5. Decision Making refers to creating parent leaders and representatives as well as involving parents in school decisions. By joining organisations like the parent/teachers association or serving on school governance committees, parents take part in decision- making at the school level. Taking on leadership responsibilities that entail informing other parents is another way to make decisions. consists of active PTA/PTO or other parent organisations, committees or advisory councils for parent leadership and involvement, independent advocacy

groups to advocate for school reform and improvements, and networks that connect all families with parent representatives.

1.5.6. Collaborating with the Community involves locating and incorporating community resources and services to help and support schools, students, and their families. Information about community health, cultural, recreational, social support, and other programs and services for students and their families is included, as is information on community activities that relate to developing skills and abilities, such as student summer programs.

Each of these elements may have different effects on the school climate, teaching methods, parents, and students. Each element also encompasses a wide range of cooperation behaviours. Last but not least, there are obstacles to involving every family, and those obstacles need to be overcome. For this reason, Epstein (2001; 2009) thinks it's important for each school to decide which factors are thought to be most likely to help it achieve its academic achievement goals and foster an environment of cooperation between the family and the school. Although encouraging academic success is the main goal of these six elements, they also have a variety of effects on parents and instructors (Epstein, 2003, 2009). It is possible to assume, for example, that parents will become more confident in their parental role, demonstrate leadership in decision-making, and communicate with their children more effectively and productively about schoolwork and with other parents at the school. By getting involved in their children's education, parents also develop a more positive attitude towards the school and its personnel and increase their confidence in helping their kids with their homework, claim Henderson and Berla (1994). They are also more likely to become more involved in the community and rally support for the school and its initiatives. It may be assumed that the advantages for educators include improved parent-teacher communication, a better understanding of their students' families and circumstances, and more efficient communication with both the community and the households

(Epstein, 2009). Henderson and Berla (1994) assert that more parental involvement will assist schools by boosting student academic achievement, increasing family support, and enhancing teacher morale. Furthermore, according to Clarke (2007), schools operate most effectively when the community and parents take an active role and feel a sense of ownership over the institution. Thus, it is reasonable to conclude that these six factors help not only the children but also their parents, instructors, and educational institutions.

1.6. Barriers to Parental Involvement

Both parents and educators have identified several obstacles to parent involvement. Lack of time, not feeling appreciated, and not knowing how to contribute are the most frequent obstacles, according to the National PTA (1996). Additional obstacles to parent involvement include language problems, cultural differences, childcare challenges, transportation issues, and a lack of knowledge about the school system. Furthermore, parents frequently don't feel accepted. Other obstacles to parent involvement include low literacy, snobbery, educational jargon, dull meetings, and parents with unfulfilled needs.

Racial and socioeconomic barriers, lack of teacher preparation, and the distance between parents and teachers have all been noted as obstacles (Moore, 1991). Due to linguistic or cultural barriers, minority parents are frequently left out of events (Chavkin, 1989). Other obstacles stem from the attitudes, behaviors, and beliefs of educators and educational institutions, including low expectations from at-risk families, role uncertainty, lack of commitment, and territorial concerns. The passive involvement of teachers and schools, inadequate communication from the schools, and schools that emphasize negative involvement are all clear obstacles to parent involvement (Liontos, 1992).

Barriers are inflated by unfavorable incidents, issues, or disputes that lead to conflicts between educators, parents, and pupils. Compared to parents who keep their brains clear, angry parents who are difficult to forget are less likely to be interested in their kids' education (Lindle, 1989). Teacher formality, training, and duration of employment have all been associated with parent-teacher disagreements (Wagenarr, 1986). This has occasionally happened as a result of parents' "leave it to the school" mentality (Liontos, 1992).

Another major worry during the preschool years has been the absence of parental involvement. Only a core group of parents contributed the majority of the volunteer hours, according to a Michigan State University study on parent involvement activities for Head Start. According to the Children's Defence Fund (1984), just three out of four parents took part in the survey. Furthermore, according to a different survey, the typical parent's weekly involvement in their child's Head Start program was less than an hour (Zigler & Muenchow, 1992).

In conclusion, the following factors prevent some parents from being involved as parents: school policies that do not take into account the diverse range of families they serve; time and childcare constraints; unfavourable school experiences; the school's lack of support

for cultural diversity; and the importance of parents' and families' basic needs (Freedman, Ascheim, & Zerchykov, 1989)

1.7.Increasing Levels of Parental Involvement

There is a wealth of material available on how to raise or enhance parental involvement in schools. Numerous studies have thoroughly examined and found effective parent involvement initiatives in a range of contexts. A few are enumerated or summed up in this section.

A list of 10 suggestions for school administrators to boost parental involvement in schools was created by the Geraldine Dodge Foundation in 1996. The list includes recruiting parents for a volunteer program, creating involvement activities through a committee approach, and providing "family" programs in reading, math, and technology. Included are also resources created to support young children's learning and advice on how to create a positive first impression with parents. Regularly scheduled mailings from Home-School Connections provide parents with ideas for things to do at home. The Parent Institute offers videos and materials designed especially for parent education on topics including reading strategies, self-worth, accountability, inspiring kids, and conversation starters. The principal's list also includes contact forms for teachers and parents to use and folders with students' weekly assignments sent home every Friday. Every grade level should have access to single sheet brochures that serve as guides, outlining certain learning outcomes in non- threatening educational jargon. There are also commercially produced pamphlets that outline things to do with kids at home (Dodge Foundation, 1996).

Leadership, accessibility, time, cultural sensitivity, active teaching responsibilities, public recognition, wide-ranging support, teenage focus, and acknowledging parents as human beings are ten essential components of urban parent participation programs (Jackson & Cooper, 1992). Despite the fact that the study focused on high school, these activities have universal consequences.

Similarly, while Berla, Henderson, and Kerewsky's (1989) tactics were designed for parents of middle schoolers, they have been applicable to parents of children at all educational levels. Creating a policy for parental involvement, ensuring that at least one person in the school is familiar with each child, keeping the school office welcoming and accessible, promoting parent-to-parent communication, employing a full-time parent coordinator, setting up a parent

room within the school, identifying and attending to families' service needs, and offering translation services when necessary are some of these tactics.

Fredricks and Rasindki (1990) proposed commonsense methods for involving parents, such as recognising parents and children, distributing information to parents, and involving the entire school. Students take part in the parent recruitment process.

Schools involve the whole family in their participatory programs. enlist locals and enquire as to why parents aren't participating. Students, parents, and staff may work and interact comfortably in the classrooms and around the school. While volunteers run a parent hotline, teachers utilise the phone to deliver positive news. There are several plans in place for event scheduling. Support services like babysitting are offered by the schools. They recommend using community people to support the educational initiatives. Lastly, for parents who are unable to attend meetings, programs are recorded on video.

Schools should use the sixteen parent participation measures recommended by Schurr (1992). Engage parents in program contracting, goal-setting, and evaluation. Engage parents in the evaluation of school procedures and policies. Establish a resource room or parent lounge in schools. Create public service announcements, informational displays, and seminars at the workplace where parents can obtain the information.

Create a parent handbook for every school that includes regulations, guidelines, and suggestions for participation. Organise a public information fair that parents can occasionally attend. Organise an annual exchange day between parents and students. Give kids extra credit for their parents' involvement in their education. Have a traditional family evening at school. With the help of parents, create a communications strategy for the entire school. To facilitate collaboration, parent-teacher dialogue journals must to be kept up to date. Participating in the formal parent declaration campaign are individual schools as well as educational districts. Parents can receive monthly home accomplishment packets from their schools. For bond or levy elections, school staff members visit homes. Create, clarify, and implement a homework policy for the entire school. Lastly, provide programs for meet-and-greets to encourage participation.

The Southwest Educational Development Laboratory's Williams and Chavkin (1989) listed seven components that are necessary for successful parent participation. These consist of written policies, administrative assistance, specialised training for staff and parents, a partnership approach, networking, two-way communication, and regular program evaluation.

Finally, Joyce Epstein demonstrated that efforts to establish parental partnerships have been "meagre" in her work for the US Department of Education (1994). A school might create a successful parent program with a paid coordinator for about \$25 per student per year. The framework required to strengthen ties between families and schools would be established by allocating \$10 per student at the district level and an extra \$5 at the state level.

Conclusion

Epstein's framework and other models highlight the different ways parents can contribute to their children's academic progress and well-being. Research has shown that students benefit greatly when parents actively engage in their learning, whether through school participation, home-based support, or decision-making in educational policies. Parental involvement is a fundamental factor in a child's academic success, influencing their motivation, cognitive development, and overall educational experience.

Parental engagement has many advantages, but it also has disadvantages such as lack of knowledge, time limits, and socioeconomic barriers. Schools, families, and communities must work together to develop inclusive initiatives that promote active involvement in order to overcome these challenges. Teachers can improve student learning outcomes and provide a more encouraging and stimulating learning environment for all students by cultivating greater school-family ties.

Chapter

Two Research

Methodology

Introduction

This chapter presents the research methodology adopted to investigate the objectives of the present study. It outlines the overall research design, the population and sampling techniques, as well as the data collection instruments and procedures employed. The aim is to ensure transparency and clarity in the way the research was conducted, allowing for replication and critical evaluation. In addition, this chapter discusses the ethical considerations observed throughout the research process and acknowledges the limitations that may have affected the outcomes. Each section is designed to support the reliability and validity of the study's findings, providing a structured foundation for the subsequent analysis and interpretation of data.

2.1. Description of the Participants

To achieve the objectives of this study on the effects of parental involvement on students' academic performance, a total of seventy-five (65) participants were selected from Hassiba Middle School. The participants were divided into three key groups: teachers, parents, and students, each of whom provided valuable insights into the topic from their unique perspectives.

Fifteen (15) middle school teachers participated by responding to a structured questionnaire. These teachers were selected based on their availability and teaching experience. The purpose of the questionnaire was to collect quantitative data regarding teachers' perceptions of the level and types of parental involvement they observe, the frequency of communication with parents, and the perceived impact of such involvement on students' academic outcomes and classroom behavior. The tool also aimed to identify the common challenges teachers face when trying to engage parents in the learning process.

Thirty (30) parents were randomly selected to participate in semi-structured interviews. These interviews explored the parents' understanding of their role in their children's education, the strategies they use to support learning at home, and the extent of their involvement in school-related activities such as meetings and communication with teachers. Additionally, the interviews addressed the emotional and motivational impact of parental support on children and the difficulties that might hinder parents' participation in their children's academic lives. The purpose of the parental interviews was to gain deeper qualitative insights into how families perceive and practice educational support.

In addition, thirty (30) students from the same school were randomly chosen to take part in individual interviews. These interviews focused on the students' perceptions of parental involvement, including how frequently their parents assist with homework, attend school events, or discuss academic progress. The questions also addressed the emotional effects of parental support and encouragement, as well as how this involvement influences their motivation, effort, and school performance. The student interviews were designed to capture personal experiences and feelings that may not be evident through quantitative measures.

2.2. Research Approach and Method

This study employs a mixed-methods research design, integrating both qualitative and quantitative approaches to obtain a comprehensive understanding of the impact of parental involvement on children's academic performance. The qualitative method captures in-depth insights through interviews with parents and students, while the quantitative component involves structured questionnaires administered to teachers to collect measurable data. This combination allows for triangulation of data sources, enhancing the validity and reliability of the findings and providing a holistic view of the research problem.

This study adopts a mixed-methods research design, as defined by Creswell and Plano Clark (2011), which involves the integration of both qualitative and quantitative research methods within a single study. This approach is grounded in specific philosophical assumptions and provides a comprehensive framework for collecting and analyzing data from various sources.

Maxwell (2016) further emphasizes that this design allows for methodological flexibility, logical coherence, and a richer understanding of the research problem, particularly when dealing with smaller, more context-specific samples. According to Saville (2012), "mixed-method research designs are becoming increasingly relevant to addressing impact research questions" (p.7). This relevance is particularly evident in the present study, which investigates the effects of parental involvement on children's academic performance. Given the complexity of the topic, a mixed-methods approach was deemed appropriate, as it allows for a more comprehensive understanding by combining both qualitative and quantitative data. In this study, data were collected through interviews with parents and students (qualitative) and questionnaires administered to teachers (quantitative). This combination enabled the researcher to triangulate data sources, enhance the validity of the findings, and provide a well-rounded

perspective on the effects of parental involvement on children's academic performance. As Enosh, Tzafrir, and Stolovy (2014) argue, mixed-methods approaches not only allow for a deeper understanding of participants' experiences but also increase the generalizability and applicability of the results to broader populations by including quantitative measures with larger sample sizes.

Qualitative research according to Holloway (2009, p. 47), “involves the systematic collection and analysis of subjective narrative data in an organised and intuitive fashion to identify the characteristics and the significance of human experience.” Additionally, Gillham (2000, p.10) asserts that qualitative approaches are mainly concerned with "the kind of evidence" what people say and do that will help the researcher make sense of what is happening. According to Auerbach and Silverstein (2003), qualitative research entails examining and interpreting interviews and texts to find significant patterns that describe a certain event.

Manning (1996) states that the goal of the qualitative approach is to provide descriptive content using written or spoken language and observable behavior. A qualitative study, according to Creswell (1994), is an investigation procedure for comprehending a social or human issue that is founded on creating a complex, comprehensive picture using words, reflecting in-depth informant perspectives, and taking place in a natural context. In this study, qualitative data were gathered through interviews with both parents and students to explore their personal experiences, perceptions, and attitudes regarding parental involvement in education. These narrative accounts provided valuable context and depth, allowing the researcher to understand how parental support is perceived and how it influences children's academic engagement and motivation. This qualitative component was essential for uncovering the nuanced, human aspects of the phenomenon that may not be captured through quantitative measures alone.

According to Leedy (1993), Quantitative research methods are those that use numbers and all that is quantifiable to investigate phenomena and their relationships in a methodical manner. It is employed to provide answers to queries about the connections between quantifiable variables in an effort to forecast, explain, and regulate a phenomenon.

Rana, Gutierrez, and Oldroyd (2023) emphasize that quantitative methods involves gathering and analyzing numerical data in order to address scientific research concerns. Results are summarized, averaged, trends are found, predictions are made, causal correlations are tested, and results are generalized to larger groups using the quantitative technique. In addition

to ranking priorities and assessing the level of evidence of effectiveness, it enables us to measure effect sizes and ascertain the strength of correlations.

In the context of this study, the quantitative method was applied through a structured questionnaire distributed to teachers. This instrument was designed to gather numerical data regarding their perceptions of parental involvement and its impact on students' academic performance. By using closed-ended questions and scaled response options, the questionnaire allowed for the measurement of patterns and correlations across a wider sample. This method provided statistical evidence to support or challenge findings derived from the qualitative phase and helped identify general trends in the educational environment. The quantitative approach thus contributed to the objectivity and generalizability of the study's findings.

2.3. Data Collection Instruments

Accurate data collection is essential to maintain the credibility of the research, as it ensures sound decision-making and appropriate methodological procedures. The methods chosen must align with the research topic and the specific information intended to be gathered from the field. As a result, the selection of a data collection method is shaped by several factors, including the overall strategy, the nature of the variables, the level of precision required, the timing of data collection, and the competency of the researcher. In practical terms, Nkpa (1997) notes that data collection in educational research can take various forms, such as the use of tests, projective methods, document and record analysis, direct observation, interviews, and questionnaires. In this study, both interviews and questionnaires were employed as the primary tools to gather comprehensive data from students, parents, and teachers.

2.3.1. Interviews

Nkpa (1997, p.82) defines an interview as "a face to face interaction in which oral questions are posed by an interviewer to elicit oral responses from the interviewee". He also emphasizes mentioning that it should be noted that an interaction takes place among the interviewer scenario, the interviewee and the interview schedule (p. 82). He added that an interview consists of four separate stages: planning, building rapport, exchanging questions and answers, and recording. The interviewer's careful preparation throughout the preparation phase is crucial to the interview's effectiveness. This includes selecting recording techniques, assessing the instruments' dependability, and crafting questions that are grounded in well defined hypotheses or research objectives.

Easwaramoorthy, M., and Zarinpoush, F. (2006) define an interview as a dialogue aimed at obtaining information. The interviewer guides the conversation and establishes the agenda during a research interview, while the interviewee responds to the questions the interviewer poses. Other permissible interview forms include telephone interviews. The internet has emerged as a new interviewing tool. Interviews are an appropriate method when obtaining detailed information about people's viewpoints, convictions, experiences, and emotions is required. Interviews are useful when the investigation's focus is on issues that require in-depth questioning and substantial research.

2.3.1.1. Pupils' Interview

The pupils interview of the current study was designed to gather qualitative insights into learners' experiences with parental involvement in their academic lives. It consisted of ten open-ended questions divided into four thematic areas: general support, emotional and motivational impact, school communication, and daily routines and expectations. These questions aim to gather insights into how students experience their parents' help at home, the emotional effects of that support, the level of parental interaction with the school, and the academic expectations set within the household. The responses help in understanding the role of parental involvement from the students' perspective. The interview was distributed to 30 students from Hassiba Middle School and was conducted in Arabic, considering that the students are young and may not be able to express their thoughts and ideas clearly in English.

Section 01 General Support

This section focuses on how parents provide direct academic assistance at home.

Q1. It was designed to gather examples of practical support provided by parents.

Q2. It was designed to identify the nature of the help students receive.

Q3. It was designed to measure the frequency of parental academic involvement.

Section 02 Emotional and Motivational Impact

This section explores how parental involvement affects students' emotions and motivation.

Q4. It was designed to assess emotional responses to parental support.

Q5. It was designed to determine whether motivation increases with parental involvement.

Q6. Aimed to examine the influence of parental feedback on students' feelings and attitudes.

Section 03 School Communication

This section investigates the interaction between parents and the school.

Q7. It was designed to understand the level of parental participation in school activities.

Q8. Aimed to explore students' emotional reactions to parental presence at school.

Section 04 Daily Routines and Expectations

This section addresses the structure and discipline parents provide at home regarding schoolwork.

Q9. Aimed to assess how parents monitor their child's academic routine.

Q10. Aimed to identify household expectations that support learning.

2.3.1.2. Parents' Interview

This semi-structured interview was designed to explore parents' perceptions, experiences, and roles in supporting their children's education. It was conducted with 30 randomly selected parents to gather qualitative data on the nature of their involvement both at home and at school. The questions were open-ended to allow parents to express their views freely and provide detailed insights. The interview covered four main areas: understanding of parental involvement, home support, school involvement, and communication with the child.

Section 1: Understanding of Parental Involvement

This section aims to explore parents' general understanding and beliefs regarding their role in their children's education.

Q 01 was designed to identify the parent's personal interpretation of involvement.

Q 02 was designed to assess how much value parents place on their involvement in relation to student outcomes.

Section 2: Home Support

This section examines how parents assist with learning at home.

Q 03 was designed to uncover the specific forms of academic support (e.g., homework help, reading).

Q 04 was designed to determine the frequency of parental support at home.

Section 3: School Involvement

This section looks at the extent of parental presence and participation within the school environment.

Q 05 was designed to measure the level and consistency of parental involvement in school-based activities.

Q 06 was designed to understand parents' ease or barriers in communicating with school staff.

Q 07 was designed to identify obstacles preventing parental participation.

Section 4: Communication with the Child

This section aims to evaluate the relationship and communication between parents and learners regarding school matters.

Q 08 was designed to see how regularly and deeply parents engage in academic conversations.

Q 09 was designed to analyze parental reactions and the emotional tone they set.

Q 10 was designed to understand the child's response to parental engagement.

Q 11 was designed to gather parents' views on the effectiveness of their involvement.

Q 12 was designed to explore perceived links between involvement and student outcomes.

Q 13 was designed to encourage reflection and possible improvements in future involvement.

2.3.1.3. Teachers' Questionnaire

Sreejesh (2014) defines a questionnaire as essentially a prepared list of questions that interview subjects are provided together with detailed instructions about the structure and selection criteria. This technique is very useful in many various fields of study, such as experimental design and survey research. Additionally, it gives investigators the organizational structure they need to properly gather and analyze data. The design of a questionnaire is essential to ensuring the precision and coherence of the information acquired. (Sreejesh, 2014)

A questionnaire, according to Babbie (1990, as cited in Bornman, E. (2009), is a document that consists of questions and other items intended to collect data that may be analyzed. Questionnaires are used in survey research, experiments, and other types of observation. In order to obtain the answers they require, people ask a range of questions during their daily lives. Journalists, market researchers, spectators, and other interested parties ask some people a number of questions regarding different occurrences. The responses they receive influence their opinions or judgments. Using a questionnaire or a list of questions is a similar

process in the research. The purpose of the research questions is to gather information on the factors that have been chosen for analysis.

Students' questionnaire was designed to gather insights from teachers regarding their perceptions and experiences of parental involvement in students' academic life. It aimed to collect both quantitative and qualitative data from a small sample of five teachers from Hassiba Middle School. The questionnaire included multiple-choice and open-ended questions, allowing respondents to provide both factual responses and personal opinions. It was divided into two main sections: general background information and detailed feedback on various aspects of parental involvement.

Section A: General Information

This section collects demographic and professional background data to contextualize teachers' responses.

Q 01 Was designed to understand the teacher's academic domain.

Q 02 identify the experience level of the respondents.

Q 03 aimed to connect parental involvement insights with specific age groups or levels.

Section B: Parental Involvement

This section investigates teachers' perceptions, observations, and suggestions related to parental involvement.

Q 04 was designed to measure the general level of perceived parental engagement.

Q 05 was designed to identify common forms of involvement based on teacher observation.

Q 06 aimed to assess the perceived impact of involvement on academic outcomes.

Q 07 was designed to provide real-life illustrations of how parental involvement influences student performance or behavior.

Q 08 was designed to evaluate the consistency of parent-teacher communication.

Q 09 was designed to measure the usefulness of such interactions in enhancing student success.

Q 10 was designed to identify barriers that prevent effective parental engagement.

Q 11 was designed to gather teachers' opinions on the ideal involvement of parents.

Q 12 was designed to obtain teachers' suggestions for strengthening family-school collaboration.

2.4. Ethical Considerations

The research complied with ethical standards to safeguard participants' rights and dignity. Before data collection, the purpose and procedures of the study were clearly explained, and informed consent was obtained. Participation was entirely voluntary, with the option to withdraw at any time without consequences.

To ensure anonymity and confidentiality, no identifying information such as names was requested. All responses were treated with strict confidentiality, and data was securely stored with access restricted to the research team. The study followed all relevant ethical guidelines for research involving human subjects, ensuring respect, protection, and transparency throughout the process.

2.5. Limitations of the Study

Despite the efforts to ensure a comprehensive investigation, certain limitations were encountered. The study was limited to a specific educational context, which may affect the generalizability of the findings to other settings or populations. Time constraints restricted the duration of data collection and limited the possibility of conducting longitudinal observations or follow-up interviews.

Additionally, the sample size was relatively small, which may have influenced the depth and diversity of responses. The reliance on self-reported data may have introduced potential bias, as participants might have provided socially desirable answers or misunderstood some questions.

Finally, external factors such as institutional policies and varying levels of participant engagement may have affected the overall quality and consistency of the data collected.

Conclusion

This chapter has outlined the methodological framework employed in conducting the study, detailing the research design, data collection instruments, and procedures followed. The rationale behind the selected methods was justified in relation to the study's objectives. Ethical considerations were addressed to ensure the protection of participants' rights, including informed consent, confidentiality, and voluntary participation. The limitations encountered during the research process were also acknowledged, highlighting factors that may influence

the interpretation and generalizability of the findings. This foundational framework sets the stage for the presentation and analysis of the collected data.

Chapter Three

Data Analysis

Introduction

Parental involvement in children's education plays a pivotal role in shaping academic success, emotional well-being, and motivation. This chapter explores the multifaceted nature of parental engagement through the perspectives of pupils, parents, and teachers, providing a comprehensive analysis of how home support, communication, and parental attitudes influence students' educational experiences. By examining interviews with pupils and parents alongside teacher questionnaires, this study highlights diverse patterns of involvement, the emotional and motivational impacts of parental support, and the practical challenges faced by families and schools. The findings underscore the importance of fostering collaborative relationships between home and school, balancing support with children's growing autonomy, and implementing strategies to enhance parental participation for improved student outcomes. Ultimately, this chapter aims to deepen the understanding of parental involvement and offer actionable recommendations to strengthen its positive effects within the educational environment.

3.1. Data Analysis

This section presents a detailed examination of the data collected from interviews with pupils and parents, as well as questionnaires completed by teachers. The analysis focuses on identifying key themes related to parental involvement, including the nature and frequency of support, emotional and motivational influences, communication patterns with schools, and the challenges encountered. By synthesizing these perspectives, the section aims to provide a clear understanding of how parental engagement affects student learning and academic outcomes.

3.1.1. Analysis of Pupils' Interview

This section analyzes pupils' responses to gain insight into their experiences and perceptions of parental involvement in their education. It highlights how students receive academic support, the emotional impact of parental encouragement, their views on communication between parents and schools, and the role of family routines in shaping their learning habits.

Section 01 General Support

Question 01 Can you tell me about a time when your parents helped you with something related to school?

Pupils' Answers

- Yes, yesterday my mom helped me with a science project

- Last week with physics activity
- Once, my mom helped me build a volcano for science class.
- Yes, my dad helped me study for a history test last month.
- Yes, my dad helped me study for a history test last month.

In response to the question about parental support with school-related tasks, several pupils shared brief yet telling experiences. Many highlighted how their parents, particularly their mothers and fathers, actively contributed to their academic efforts. For instance, one pupil mentioned that their mother assisted them just yesterday with a science project, while another recalled building a volcano model for science class with their mom's help. Others spoke about their fathers helping them prepare for a history test, showing that support came in both academic content and hands-on projects. These responses reflect a pattern of parental involvement that not only supports learning but also strengthens family bonds through shared educational activities.

Question 02 What do your parents usually do to help you with your homework or studying?

Pupils' Answers

- My dad usually explains math problems to me. Sometimes he watches YouTube videos with me to understand the lessons better.
- They let me rely on myself and then they explain how to answer that specific question
- they do not help me
- They help me revise before exams.
- They sit with me while I do homework.
- They help me by explaining lessons I don't understand.

When asked about how their parents typically support them with homework or studying, pupils provided a range of responses that reflect different levels and styles of parental involvement. Some learners described active support, such as a father explaining math problems or watching educational YouTube videos together to better grasp the material. Others mentioned that their parents help them revise before exams or sit beside them during homework sessions, offering guidance when needed. A few pupils noted that their parents prefer to let them work independently first before stepping in to explain specific questions. Interestingly, one pupil mentioned receiving no help at all, highlighting the variability in home support systems. Overall, the responses show that while some

parents take a hands-on approach, others aim to foster independence in their children's learning.

Question 03 How often do they help you with schoolwork at home?

Pupils' Answers

- Not every day, but maybe three times a week. Especially before exams or when I have something difficult to do.
- Not always but only when I have difficulties
- Rarely
- Only when I ask for help.
- On weekends or before tests.
- Almost every day.

In response to how often their parents help with schoolwork at home, pupils revealed a variety of support patterns. Several noted that assistance is not daily but occurs a few times a week, especially before exams or when the work is particularly challenging. Some students mentioned that their parents help only when asked or when they face difficulties, indicating a responsive rather than proactive approach. One pupil shared that help is usually provided on weekends or in preparation for tests, while another said they receive support almost every day, suggesting a more consistent involvement. These answers reflect diverse family routines and highlight that parental help often depends on the child's needs, upcoming assessments, and family schedules.

Section 02 Emotional and Motivational Impact

Question 04 How does it make you feel when your parents help you or encourage you?

Pupils' Answers

- It makes me feel good and confident
- I feel like I am not enough and I should rely on myself
- I feel like they do care about me
- It gives me more confidence.
- I feel happy and encouraged.
- It makes me feel supported.

When asked about how they feel when their parents help or encourage them, pupils expressed emotions that reflect the strong emotional and motivational impact of parental

involvement. Their answers revealed a sense of confidence, happiness, support, and encouragement, showing that parental guidance plays a key role in boosting their morale and academic self-esteem. Many felt genuinely cared for, which strengthens their emotional security and motivation to succeed. At the same time, some responses pointed to a desire for independence, with pupils feeling that they should rely more on themselves. Overall, the feedback illustrates that parental encouragement fosters both emotional well-being and a sense of responsibility in children's learning journeys.

Question 05 Do you think you try harder at school when your parents are involved? Why or why not ?

Pupils' Answers

- Yes, because I don't want to disappoint them.
- Yes because I like to show off.
- Yes, I want to make them proud.
- Sometimes, but not always.
- No, I study the same.

In response to whether they try harder at school when their parents are involved, pupils highlighted how parental presence can influence their motivation. Many indicated that they do put in more effort, driven by a desire to make their parents proud, avoid disappointing them, or even to impress them. These motivations suggest that parental involvement can serve as a powerful source of external encouragement. However, not all responses reflected a change in effort some pupils noted that their level of study remains the same regardless of parental involvement, indicating that personal motivation or consistency in study habits also plays a significant role. Overall, the responses show that while parental engagement often boosts effort, its impact can vary based on individual attitudes and internal drive.

Question 06 What do your parents say when you get good or bad grades? How do you feel about that?

Pupils' Answers

- When I get good grades, they are proud and sometimes buy me something. When my grades are low, they get serious and ask me to study more. I feel a bit sad but also motivated to improve.
- When I get a good mark, they encourage me to do more and when I get bad mark they punish me by taking my phone
- When I got a good mark they encourage me and when I got a bad mark they say you could have done your best

- They get disappointed when I fail but still help me.
- They praise me when I do well and they take my phone when I got a bad mark
- They praise me when I do well.

When asked how their parents react to good or bad grades, pupils described a mix of emotional and practical responses that reflect both encouragement and discipline. Good performance is often met with praise, encouragement, and sometimes rewards, which reinforces positive behavior and motivates continued effort. In contrast, poor grades tend to lead to more serious conversations, expressions of disappointment, or even consequences like losing privileges, such as phone access. Despite these reactions, pupils generally reported feeling motivated to improve, even when they felt sad or disappointed. These responses highlight the important role parents play in shaping their children's academic attitudes through a balance of support, accountability, and motivation.

Section 03. School Communication

Question 07 Do your parents talk to your teachers or come to school events (like meetings or shows)?

Pupils' Answers

- Yes, my mom usually comes and talks to the teachers about my progress.
- Yes my mom comes especially when I have troubles with teachers
- No they do not
- No, they are usually busy.
- Yes, especially during parent meetings.
- Sometimes, when there is a problem.

When asked whether their parents communicate with teachers or attend school events, pupils shared a variety of experiences reflecting differing levels of parental engagement. Many noted that their parents, particularly their mothers, do attend meetings or reach out to teachers, especially when there are academic or behavioral concerns. Some parents make an effort to stay informed about their child's progress by participating in scheduled parent meetings or school events. On the other hand, a few pupils mentioned that their parents rarely attend due to busy schedules or lack of involvement. These responses suggest that while many families value direct communication with the school, practical constraints or differing priorities can affect the level of participation.

Question 08 How do you feel when your parents come to your school or talk to your teachers?

Pupils' Answers

At first I feel shy, but I also feel happy because it shows they care about me.

- I feel safe and it's like they care about me
- I feel embarrassed
- I don't like it much, I feel shy.
- It makes me feel special.
- I feel nervous but also cared for.

When asked how they feel when their parents come to school or speak with their teachers, pupils expressed a mix of emotions that reflect both personal sensitivity and appreciation. Feelings of shyness, nervousness, or even embarrassment were common, especially in the presence of peers or during direct interactions with teachers. However, these emotions were often accompanied by a deeper sense of happiness, safety, and being cared for. Pupils recognized that their parents' presence at school is a sign of attention and concern, which made them feel valued and supported. Despite some initial discomfort, the overall emotional response highlights the positive impact of parental involvement on children's sense of belonging and emotional security at school.

Section 04 Daily Routines and Expectations

Question 09 Do your parents ask you about your school day or check your homework?

Pupils' Answers

- Yes, almost every day. My mom asks what I did at school and checks if I finished my homework.
- Yes they ask me everyday about my homework and about how was my day at school
- No they do not
- Yes, every day after school.
- Only during exams.
- Not always, but they ask sometimes.

When asked whether their parents inquire about their school day or check their homework, pupils gave responses that reflect varying degrees of parental involvement in daily academic routines. Many shared that their parents often their mothers ask about what they did at school and regularly check if their homework is completed, indicating consistent engagement in their education. Others mentioned that this attention increases during exam periods, while

some said their parents ask occasionally, depending on the situation. A few pupils noted a lack of involvement altogether. These responses show that while regular parental interest is common and appreciated by many, the frequency and consistency of such involvement differ from one household to another, often influenced by family dynamics and daily routines.

Question 10 Do they have rules about studying or using your phone or watching TV on school nights?

Pupils' Answers

- Yes, I can't use my phone during homework time, and I have to finish studying before watching TV. They also make me go to bed early on school nights.
- No phones before I finish my homework and I should go to bed early
- Yes, no phone before homework.
- Yes, I have to study before playing.
- They let me use devices after studying.

When asked about household rules related to studying, phone use, or watching TV on school nights, pupils generally reported clear and structured expectations set by their parents. Most shared that they are not allowed to use their phones or watch TV until homework is completed, emphasizing the importance placed on prioritizing schoolwork. Some also mentioned early bedtimes as part of their nightly routine, showing a broader concern for maintaining healthy habits during the school week. While a few noted that they are allowed to use devices after studying, the overall responses indicate that many families enforce consistent rules to help learners stay focused and manage their time effectively on school nights.

3.1.2. Analysis of Parents' Interview

This section examines parents' perspectives on their involvement in their children's education. It explores how they support learning at home, their communication with schools and teachers, and their views on the impact of their engagement on their children's motivation and academic success. The analysis also considers the challenges parents face in maintaining consistent involvement.

Section 01 Understanding of Parental Involvement

Question 01 What does being involved in your child's education mean to you?

Answers

- Being involved means staying informed about what my child is learning and being there to support them whenever they need help. It's about showing interest and making education a priority at home.
- To me, being involved means supporting my child emotionally and academically, making sure they have everything they need to succeed.
- Being involved means knowing how my child is doing and guiding them without doing the work for them. It's about balancing support and independence.
- Involvement to me is being present, encouraging good habits, and communicating regularly about school progress.
- Being involved means showing interest in my child's education and helping them develop good study habits and confidence.

Question 02 How important do you think parental involvement is in a child's academic success?

Answers

- I think parental involvement is very important it encourages learners to take school seriously and helps them stay motivated.
- It's extremely important; I believe when parents are involved, children perform better and feel more confident.
- I think parental involvement matters, but children also need to develop self-discipline to succeed on their own.
- Very important; it creates a support system that can motivate children to achieve their best.
- It's crucial; children feel more supported and tend to perform better academically when parents are engaged.

The responses show a clear agreement among parents that parental involvement is crucial for a child's academic success. They emphasize that when parents actively engage in their child's education, it helps the child take school seriously, stay motivated, and build confidence. Many parents see their involvement as a way to provide not only academic support but also emotional encouragement, which contributes to better performance and a positive attitude toward learning. At the same time, some acknowledge the importance of fostering the child's self-discipline and independence, suggesting that while support is vital, children must also learn to manage their own responsibilities. Overall, these views highlight that parental involvement creates a supportive environment that promotes both motivation and personal growth in academic achievement.

Section 02 Home Support

Question 03 Can you describe the ways you support your child's learning at home (e.g., helping with homework, encouraging reading)?

Answers

- I usually help my child with homework in the evenings I also try to discuss what they learned at school every day.
- At home, I mainly encourage my child to read and provide a quiet space for studying. I also help with difficult homework questions.
- I usually check their homework to make sure it's done and encourage them to ask for help when needed.
- I help by reviewing homework and discussing school topics to make sure my child understands the material.
- I support my child by encouraging them to stay organized and by helping with projects and preparing for exams.

The responses show a clear agreement among parents that parental involvement is crucial for a child's academic success. They emphasize that when parents actively engage in their child's education, it helps the child take school seriously, stay motivated, and build confidence. Many parents see their involvement as a way to provide not only academic support but also emotional encouragement, which contributes to better performance and a positive attitude toward learning. At the same time, some acknowledge the importance of fostering the child's self-discipline and independence, suggesting that while support is vital, children must also learn to manage their own responsibilities. Overall, these views highlight that parental involvement creates a supportive environment that promotes both motivation and personal growth in academic achievement.

Question 04 How often do you help your child with schoolwork or projects?

Answers

- I help with schoolwork about three to four times a week, especially when there are tests or big projects coming up.
- I help mostly before exams or deadlines, about twice a week.
- I help irregularly, mostly when my child asks for help.
- I help almost every day, especially to keep a routine and make studying a habit.
- I help usually during weekends and before big tests.

The responses reveal a range of involvement frequencies, reflecting different family routines and approaches to supporting learning. Some parents help their children regularly, almost daily, to establish consistent study habits and provide ongoing support. Others tend to assist more selectively, focusing their help around critical times such as exams, deadlines, or major projects. There are also parents who offer help mainly when their child requests it, suggesting a more reactive style of involvement that respects the child's autonomy. Overall, these answers indicate that while the timing and frequency of support vary, parents generally try to be available during key academic moments to encourage their child's success and maintain effective study routines.

Section 03. School Involvement

Question 05 Do you attend parent-teacher meetings, school events, or communicate with teachers? How regularly?

Answers

- I attend parent-teacher meetings whenever I can, and I communicate with teachers if there's a concern. Sometimes work makes it hard to attend all events, but I try to stay engaged.
- I do attend school meetings and try to be in touch with teachers regularly. Sometimes I find it a bit overwhelming, but I want to be part of my child's education.
- I try to attend parent-teacher meetings, but my work schedule sometimes makes it difficult.
- I attend most school events and parent meetings because I believe it helps me understand my child's needs better.
- I try to attend parent meetings when possible

The responses highlight a general commitment among parents to stay involved in their child's education through attending parent-teacher meetings, school events, and maintaining communication with teachers. Most parents make an effort to participate as much as their schedules allow, recognizing the value of staying informed and engaged. However, work commitments and time constraints often limit their ability to attend all events consistently. Despite occasional challenges, parents emphasize the importance of these interactions in understanding their child's academic progress and needs. Overall, the answers suggest that while practical barriers exist, parents are motivated to remain connected with the school community to support their children effectively.

Question 06 How comfortable do you feel reaching out to your child's school when needed?

Answers

- I feel comfortable reaching out to teachers whenever I have concerns or questions about my child's progress.
- I am somewhat comfortable contacting the school, although sometimes I hesitate if I worry about bothering the teachers.
- I try to communicate with the school when needed, but I sometimes find it intimidating to approach them.
- I feel confident reaching out to the school

The responses reveal varied levels of comfort among parents when it comes to reaching out to their child's school. Some parents feel confident and at ease contacting teachers with concerns or questions, seeing communication as a natural and important part of supporting their child. Others, however, express some hesitation or intimidation, worrying about disturbing teachers or feeling unsure about how to approach the school. This mix suggests that while many parents value open communication, there are emotional or perceptual barriers that can make some reluctant to initiate contact. Overall, fostering a welcoming and accessible school environment may help increase parental confidence and encourage more frequent engagement.

Section 04. Communication with the Child

Question 07 Do you talk to your child about their school day or their academic progress?

Answers

- Yes, I talk to my child every day about their school activities and try to understand their challenges.
- We have regular conversations about schoolwork and academic progress to keep track of how things are going.
- I check in with my child daily and encourage them to share both good and bad experiences from school.
- I make it a point to discuss school regularly to stay connected and support their learning.
- I often ask about my child's day and help them reflect on their achievements and difficulties.

The responses indicate that parents place a strong emphasis on regular and open communication with their children about school. Most parents reported engaging in daily or

frequent conversations to understand their child's academic progress and challenges. This ongoing dialogue helps parents stay connected to their child's educational experiences and provides an opportunity to offer encouragement and support. By discussing both successes and difficulties, parents foster an environment where children feel comfortable sharing their feelings and reflecting on their learning. Overall, these responses highlight the importance parents place on communication as a key tool for supporting and motivating their children's academic journey.

Question 08 How do you respond when your child receives good or bad grades?

Answers

- When my child gets good grades, I praise them and sometimes give small rewards. For bad grades, I encourage them to work harder and offer support to improve.
- I celebrate good marks and talk through bad marks calmly to understand what went wrong and how to fix it.
- Good grades get praise and encouragement; for bad grades, I emphasize the importance of effort and learning from mistakes.
- I respond with praise for success and constructive feedback for lower grades, focusing on improvement.
- I try to remain positive and supportive, rewarding good performance and encouraging growth when grades are low.

The responses reflect a balanced and supportive approach by parents when reacting to their child's grades. Parents consistently emphasized praising and rewarding good performance, which helps reinforce positive behaviors and motivates children to continue excelling. When faced with lower grades, the focus shifts to encouragement, constructive feedback, and emphasizing the value of effort and learning from mistakes rather than punishment. This approach highlights parents' intention to create a nurturing environment that fosters resilience and growth. Overall, these answers demonstrate that parents aim to support their children emotionally and academically, helping them to improve while maintaining confidence and motivation.

Question 09 How does your child react to your involvement? Do they seem to appreciate it, or resist it?

Answers

- My child generally appreciates my involvement, though sometimes they prefer to handle things on their own.
- They seem to value my support but occasionally resist when I become too involved.
- My child reacts positively most of the time and feels motivated when I show interest in their schoolwork.
- There are times when my child appreciates my help and other times when they want more independence.
- They express gratitude for my involvement but also seek space to manage their school responsibilities alone.

The responses reveal a nuanced picture of how children respond to their parents' involvement in their education. Generally, children appreciate the support and interest shown by their parents, which often motivates and encourages them. However, many parents also noted that their children sometimes seek greater independence and prefer to manage their school responsibilities on their own. This occasional resistance reflects a natural desire for autonomy as children grow. Overall, the answers suggest that while parental involvement is valued, it needs to be balanced with respect for the child's need for space and self-direction to foster both support and independence.

Question 10 In your opinion, how does your involvement affect your child's motivation or performance at school?

Answers

- I believe my involvement motivates my child to stay focused and perform better academically.
- Involvement definitely improves my child's attitude toward school and helps with their discipline.
- I think my support encourages responsibility but also teaches them to be independent learners.
- My involvement seems to increase their motivation and willingness to tackle challenges.
- I've noticed that when I'm more involved, my child's performance and behavior at school improve.

The responses indicate that parents generally perceive their involvement as having a positive impact on their child's motivation and academic performance. Many believe that their active participation helps their child stay focused, develop better discipline, and approach schoolwork with greater determination. Parents also recognize that their support encourages a sense of responsibility while simultaneously fostering independence, helping children become more self-reliant learners. Overall, the answers suggest that parental involvement not only enhances motivation and effort but also contributes to improved behavior and willingness to face academic challenges.

Question 11 If you could support your child in a new way, what would you try to do differently?

Answers

- I would like to create more structured study plans and help with time management.
- I want to find better ways to encourage my child's reading habits and curiosity.
- I would try to balance supporting my child while fostering more independence.
- I'd like to participate more in school activities and communicate more with teachers.
- I aim to be more consistent with praise and constructive feedback to boost confidence.

The responses reveal parents' thoughtful intentions to enhance their involvement in ways that better support their child's academic and personal growth. Many expressed a desire to introduce more structured study plans and improve time management, recognizing these skills as crucial for long-term success. Others aim to encourage reading and curiosity more effectively, highlighting the importance of fostering a love for learning beyond homework. Several parents also emphasized the need to balance support with promoting independence, reflecting an awareness of their child's growing need for autonomy. Additionally, some wish to increase their participation in school activities and improve communication with teachers to stay better informed. Finally, a focus on delivering consistent praise and constructive feedback demonstrates a commitment to building their child's confidence and motivation. Overall, these answers show parents' willingness to adapt and deepen their role in fostering their child's educational development.

3.1.3. Analysis of Teachers' Questionnaire

This section reviews teachers' responses regarding their observations of parental involvement. It focuses on the types and frequency of parental engagement, the perceived effects on student performance and behavior, communication between teachers and parents, and the challenges schools face in fostering effective parental participation.

Section A: General Information

Question 01 Subject(s) you teach:

Table 1 *Teaching Subjects Represented Among Study Participants*

Options	Frequency	Percentage
English Language	2	13.3%
French Language	2	13.3
Math	2	13.3
Arabic	2	13.3
History	1	6.7
Physics	2	13.3
Biology	2	13.3
Music	1	6.7
Sport	1	6.7
Total	15	100

These are the participants who participated in our study, representing a diverse range of subjects. English Language, French Language, Mathematics, Arabic, Physics, and Biology each accounted for 13.3% of the teachers, while History, Music, and Sport were each represented by 6.7% of the participants.

Question 02 Years of teaching experience

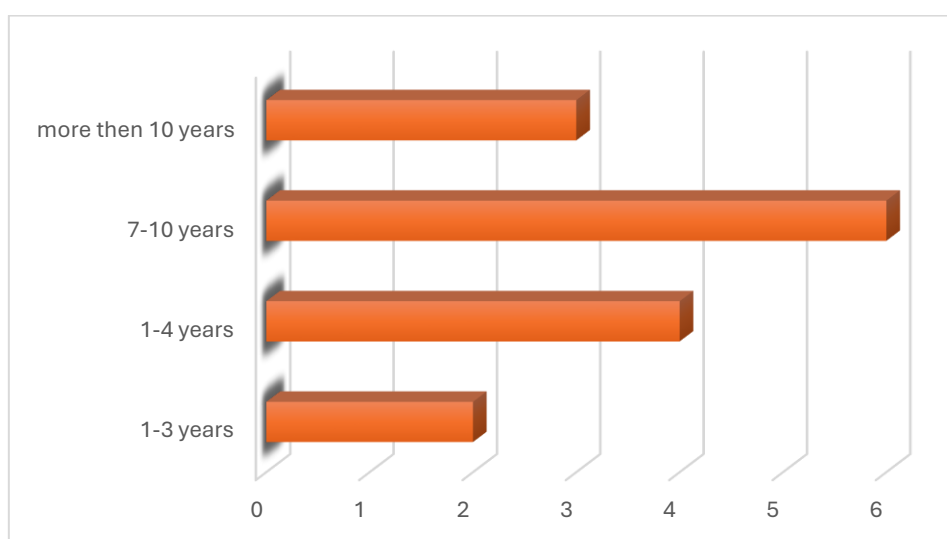


Figure 1 *Distribution of Participants by Years of Teaching Experience*

The figure illustrates the distribution of teaching experience among participants based on their years of service. The largest group consists of teachers with 7-10 years of experience, totaling 6 participants. Following this, teachers with 1-4 years of experience number 4, while those with more than 10 years of experience are 3 in count. The smallest group comprises teachers with 1-3 years of experience, with only 2 participants. This data highlights that most participants have a moderate level of teaching experience, particularly between 7 to 10 years.

Question 03 Grade level(s) you currently teach:

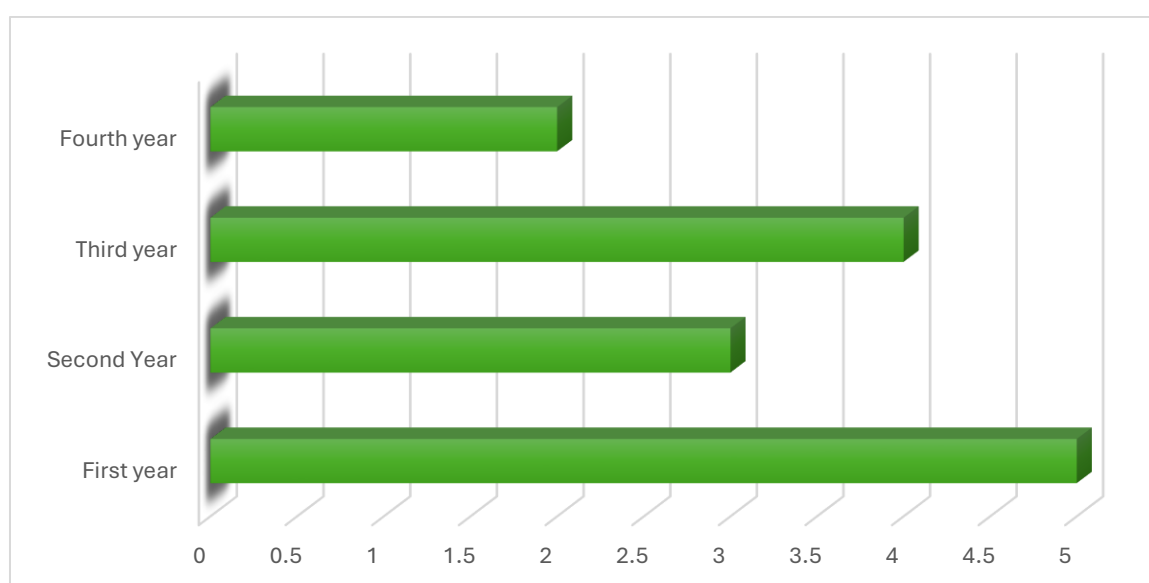


Figure 2 *Distribution of Participants by Grade Level Currently Taught*

The chart displays the number of participants teaching at different grade levels. The majority of teachers are instructing at the First Year level, with a total of 5 participants. The Third Year level follows with 4 participants, while the Second Year level has 3 participants. The Fourth Year level has the fewest teachers, with only 2 participants. This suggests a greater concentration of teaching effort in the earlier grade levels among the respondents.

Section B: Parental Involvement

Question 04 How involved do parents typically seem in their child's education?

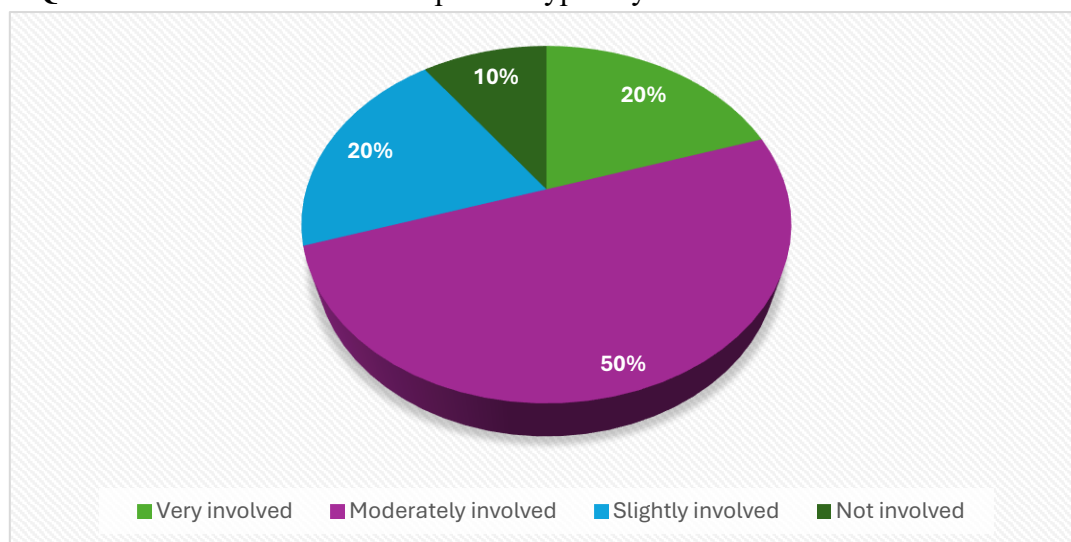


Figure 3 *Perceived Levels of Parental Involvement in Child's Education*

The pie chart illustrates the level of parental involvement in their child's education as perceived by the participants. Half of the respondents (50%) consider parents to be moderately involved. Twenty percent of participants perceive parents as very involved, while another 20% see them as slightly involved. The smallest group, representing 10%, believe parents are not involved at all. This distribution indicates that while a majority of parents are engaged at some level, there is variability in the degree of involvement.

Question 05 What types of parental involvement do you observe most often? *(Select all that apply)*

Table 2 *Parental Involvement*

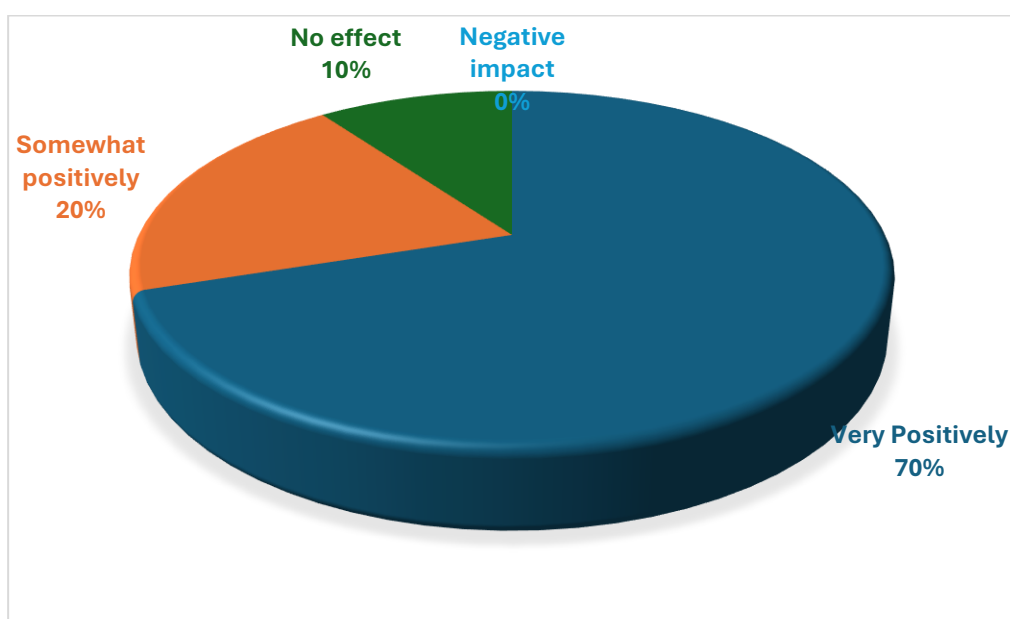
Options	Frequency	Percentage
Helping with homework	15	34.10
Attending parent-teacher meetings	7	15.9

Communicating with teachers	8	18.18
Setting rules and routines at home	10	22.7
Participating in school activities	4	9.09
Other:	0	0

The data presents the types of parental involvement observed most frequently by participants. The highest form of involvement is parents helping their children with homework, reported by 34.1% of respondents. Setting rules and routines at home follows, with 22.7% indicating this as a common form of involvement. Communication with teachers is noted by 18.18% of participants, while attending parent-teacher meetings accounts for 15.9%. Participation in school activities is the least observed type, with only 9.09%. No other types of involvement were reported. This suggests that parental support is primarily focused on academic assistance and home management, with less participation in school-based events.

Question 06 In general, how does parental involvement affect student performance in your classroom?

Figure 4



Most teachers believe that parental involvement has a positive impact on student performance in the classroom. In fact, 70% of respondents said it has a very positive effect, while another 20% felt it helps somewhat. Only a small portion, about 10%, thought that parental involvement made no difference, and none saw it as having a negative impact. This clearly shows that involving parents is seen as an important factor in supporting students' success at school.

Question 07 Can you describe an example where a parent's involvement had a noticeable impact (positive or negative) on a student's academic performance or behavior?

Teachers' Answers

- A parent who regularly checked homework and encouraged reading at home saw their child improve from average to above average in reading comprehension.
- One student's behavior improved significantly after the parent attended meetings and collaborated on a behavior plan.
- A parent who was frequently absent from meetings and did not support homework resulted in the student falling behind and showing low motivation.
- Positive reinforcement from a parent led to increased student confidence and participation in class activities.
- When parents communicated concerns early, we could intervene effectively and prevent academic decline.

The teachers' responses highlight the significant role parental involvement plays in influencing students' academic performance and behavior. Positive examples include parents who consistently monitored homework and encouraged reading, which helped improve students' academic outcomes, particularly in reading comprehension. Collaborative efforts between parents and teachers, such as attending meetings and working on behavior plans, were also noted to result in marked behavioral improvements. Additionally, positive reinforcement from parents contributed to greater student confidence and active participation in class. Conversely, lack of parental engagement such as absenteeism from meetings and insufficient homework support was associated with decreased motivation and academic decline. Early communication of concerns by parents allowed for timely interventions, demonstrating that proactive involvement can prevent negative outcomes. Overall, these examples underline the critical impact that engaged parents have on fostering both academic success and positive student behavior.

Question 08 How frequently do you communicate with parents during the school year?

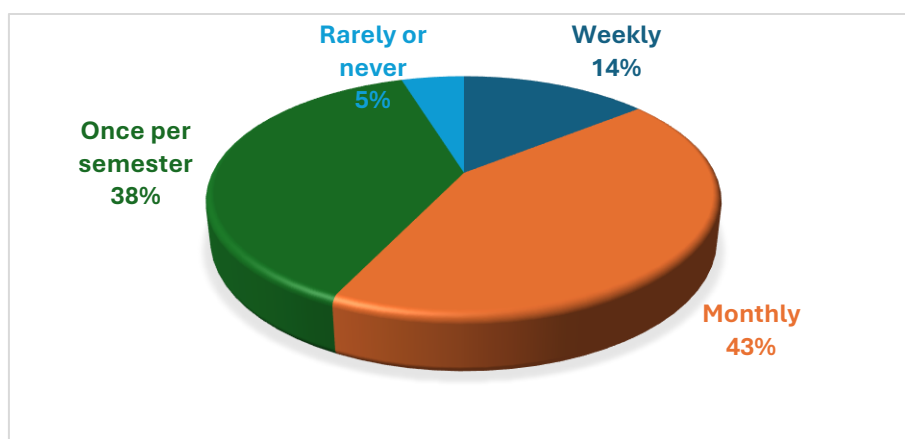


Figure 5 *Frequency of Teacher-Parent Communication During the School Year*

The pie chart illustrates the frequency with which teachers communicate with parents throughout the school year. The majority of teachers, accounting for 43%, report that they communicate with parents on a monthly basis. A significant portion, 38%, engage with parents once per semester, indicating periodic but less frequent communication. Weekly communication occurs for 14% of teachers, suggesting more regular and ongoing contact with parents in these cases. Finally, a small minority of 5% rarely or never communicate with parents during the school year, highlighting that only a few teachers have minimal or no parental interaction. Overall, the data suggests that most teachers maintain regular, though not necessarily frequent, communication with parents.

Question 09 How effective do you find communication with parents in improving student outcomes?

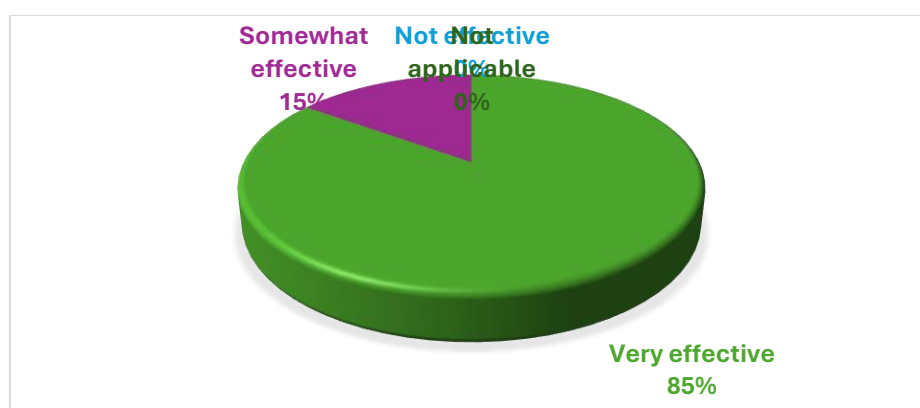


Figure 6 *Effectiveness of Communication with Parents in Enhancing Student Outcomes*

The figure shows that a significant majority of respondents, 85%, consider communication with parents to be "Very effective" in enhancing student outcomes. Meanwhile, 15% of respondents believe it is "Somewhat effective." Notably, no respondents rated communication as "Not effective" or "Not applicable." This suggests a strong consensus on the positive impact of parent-teacher communication on student success, highlighting it as a critical factor in educational improvement. The absence of negative or neutral ratings emphasizes that most participants recognize and value the role of effective communication with parents in supporting students' academic progress.

Question 10 What are the most common challenges in involving parents? *(Select all that apply)*

Figure 7 *Common Challenges in Parental Involvement in Education*

Options	Frequency	Percentage
Lack of time	15	50%
Low interest from parents	8	26.7%
Limited school resources	4	13.3%
Lack of Communication tools	3	10%
Others	0	0

The data reveals several key barriers to effective parental involvement. The most frequently cited challenge is "Lack of time," reported by 50% of respondents, indicating that parents' busy schedules significantly hinder their participation. The second most common issue is "Low interest from parents," affecting 26.7% of respondents, which suggests a motivational or engagement gap among some parents. Other challenges include "Limited school resources" (13.3%) and "Lack of communication tools" (10%), highlighting infrastructural and technological constraints faced by schools in facilitating parental involvement. No respondents indicated "Others" as a challenge. Overall, time constraints and parental engagement levels emerge as the primary obstacles, with resource limitations also playing a notable role.

Question 11 In your opinion, what role should parents play in their child's academic life at the middle school level?

Teachers' Answers

- Parents should provide support and monitor homework while encouraging independence.
- They should maintain open communication with teachers and be role models for discipline.
- Parents should actively participate in school events and support learning at home.
- They should help set routines and motivate their children to take responsibility.
- Parents should collaborate with teachers

The responses regarding the role parents should play in their child's academic life at the middle school level, emphasize a multifaceted involvement. Teachers believe parents should provide consistent support by monitoring homework while fostering their child's independence. Maintaining open communication with teachers and serving as role models for discipline are also highlighted as essential responsibilities. Active participation in school events and supporting learning at home further reinforce the importance of parental engagement. Additionally, parents are seen as key collaborators with teachers, helping to establish routines and motivate children to take responsibility for their academic progress. Overall, the responses reflect a balanced approach where parents support, guide, and partner with educators to enhance student success during the critical middle school years.

Question 12 What would you recommend to improve parental involvement in middle school students' learning?

Teachers' Answers

- Provide more flexible meeting times to accommodate parents' schedules.
- Use digital communication tools like apps or emails to keep parents informed.
- Organize workshops to help parents understand curriculum and learning strategies.
- Encourage parents through school-led campaigns highlighting the benefits of involvement.
- Create a welcoming school environment that values and respects parents' contributions.

The recommendations provided by teachers to improve parental involvement in middle school students' learning focus on practical strategies to enhance engagement and communication. They suggest offering more flexible meeting times to better accommodate parents' varied schedules, addressing one of the key barriers to participation. The use of digital communication tools, such as apps and emails, is recommended to keep parents consistently informed and connected with the school community. Organizing workshops aimed at helping parents understand the curriculum and effective learning strategies is proposed to empower them in supporting their children's education. Additionally, teachers emphasize the importance of school-led campaigns to raise awareness about the benefits of parental involvement, fostering motivation among parents. Finally, creating a welcoming and respectful school environment is seen as crucial to valuing parents' contributions and encouraging their active participation. These combined approaches aim to build stronger partnerships between schools and families for improved student outcomes.

3.2. Interpretation of data

This section interprets the findings from pupils', parents', and teachers' perspectives to provide a comprehensive understanding of parental involvement. It synthesizes key themes, explores their implications for student motivation and academic success, and highlights the complex interactions between home support, school engagement, and student outcomes.

3.2.1. Interpretation of Pupils' Interview

3.2.1.1. Academic Support

One of the most evident themes to arise from the interviews is the varying degree of academic support that pupils receive at home. Many students described their parents often their mothers or fathers helping them with school projects, explaining difficult lessons, or guiding them through exam preparation. This support manifests in both hands-on activities, such as building science models, and conceptual assistance, like helping with problem-solving or revising complex material. While some parents appear to offer frequent and consistent help, others adopt a more situational or reactive role, stepping in only when children face specific difficulties or request assistance. This range of involvement reflects diverse parenting styles, time availability, and educational values. Interestingly, even when parents are not directly involved, some pupils interpret their independence as a form of trust or encouragement to develop self-reliance. Overall, the findings suggest that parental academic support, whether

regular or occasional, significantly contributes to students' understanding of schoolwork and their ability to navigate academic challenges with greater confidence.

3.2.1.2. Emotional and Motivational Influence

Beyond the tangible help with homework or study materials, pupils' responses reveal the profound emotional and motivational influence that parents exert on their academic behavior. Many students expressed that they feel more confident, encouraged, and cared for when their parents are involved in their learning. This emotional reinforcement appears to play a crucial role in boosting self-esteem and fostering a positive attitude toward education. Pupils often strive to do well not only for personal achievement but also to earn praise, avoid disappointment, or make their parents proud. For some, parental involvement acts as a source of external motivation that pushes them to exceed their own limits and embrace higher expectations. However, this influence is not without complexity. A few pupils expressed feelings of embarrassment, pressure, or the perception that they are not doing well enough, suggesting that encouragement, while powerful, can also trigger self-critical thoughts or internal stress. This duality highlights the delicate balance parents must strike between motivating their children and respecting their need for autonomy. Ultimately, the emotional impact of parental involvement is largely positive, but it underscores the importance of empathetic and supportive communication between parents and children.

3.2.1.3. Communication with School

The nature of parent-school communication serves as an important indicator of parental involvement in education. Many pupils reported that their parents attend school events such as parent-teacher meetings, talk to teachers about academic progress, or become involved when problems arise. These actions are generally interpreted by pupils as signs that their parents care about their education and well-being. The symbolic value of such engagement cannot be overstated, conveys to the child a message of shared responsibility and active interest in their success. However, the emotional response to this involvement is mixed. While some pupils feel reassured and valued, others report feeling shy, embarrassed, or nervous, particularly when interactions with teachers involve criticism or public attention. Additionally, a notable portion of pupils stated that their parents rarely attend school functions due to busy schedules or other limitations. This inconsistency may impact pupils' perception of support, especially if parental absence is interpreted as disinterest. Thus, the results highlight a tension between the logistical realities of parental availability and the psychological needs of the child, reinforcing the importance of maintaining some level of visible engagement, however limited it may be.

3.2.1.4. Daily Routines and Expectations

Pupils widely reported that their parents set clear expectations regarding homework, screen time, and bedtime routines, particularly on school nights. Common rules included restricting phone use until homework is completed, requiring study before recreational activities, and enforcing early bedtimes. These structures suggest that many families prioritize education and strive to create an environment conducive to learning and personal responsibility. Such consistency not only helps children develop time management and self-regulation skills but also reinforces the value of education as a family norm. However, the level of enforcement and strictness of these routines varies. Some pupils indicated that their parents monitor them closely every day, while others mentioned that such rules are applied more loosely or only during exam periods. This variability points to differences in household dynamics, work schedules, and cultural expectations. Nevertheless, the overall impression is that rules when balanced and clearly communicated can serve as effective tools for promoting academic engagement and a healthy lifestyle, supporting both cognitive and behavioral development.

Taken together, the pupils' responses offer a rich and multifaceted picture of how parental involvement shapes educational experiences. The themes of academic support, emotional influence, school engagement, and routine regulation are deeply interconnected, each contributing to students' motivation, emotional well-being, and academic success. While there are clear variations in the extent and style of parental involvement, what stands out is the overall positive impact that such engagement has when it is present, consistent, and empathetically delivered. At the same time, the responses remind us that children are not merely passive recipients of parental input they interpret, react to, and internalize this support in complex ways. Therefore, fostering effective parent-child-school relationships requires sensitivity to each child's emotional needs, a balance between guidance and independence, and recognition of the broader social and familial contexts in which learning occurs.

3.2.2. Interpretation of Parents' Interview

3.2.2.1. Parental Involvement

Parents note that when they engage with their child's schooling whether through helping with homework, attending school events, or providing emotional encouragement the child tends to take their studies more seriously and exhibits greater motivation to succeed. This involvement appears to foster a sense of accountability and aspiration in children, as they feel supported and valued. Many parents specifically mention that their encouragement boosts their

child's confidence, helping them to approach schoolwork with a more positive and resilient mindset. The results underscore how parental involvement functions not only as a practical form of assistance but also as a source of emotional reassurance that empowers children to overcome difficulties and maintain focus on their goals. Parents' reflections suggest that motivation and academic performance are deeply intertwined with the quality and consistency of the support children receive from their families.

3.2.2.2. Varied Patterns of Home Support

The interviews reveal a spectrum of involvement practices among parents regarding how and when they assist their children academically at home. Some parents describe a structured, almost daily engagement that aims to establish routine study habits and continuous reinforcement of learning. Others report helping primarily during high-pressure periods, such as exams or major project deadlines, indicating a more targeted and strategic approach. There are also parents who tend to provide help reactively, responding mostly when their child requests assistance. This range of frequency and style highlights how parental involvement is influenced by family routines, time availability, and individual parenting philosophies. Despite these differences, a common thread is the desire to create a supportive home environment whether through providing a quiet place to study, encouraging reading, or helping with organization and planning that nurtures the child's ability to learn effectively. This theme demonstrates that parental involvement is dynamic and adaptable, tailored to meet the changing needs of the child and the circumstances of the family.

3.2.2.3. Engagement with the School: Commitment Despite Practical Challenges

Parents generally express a strong commitment to attending parent-teacher meetings, school events, and staying in touch with teachers to monitor their child's academic progress. However, this engagement is often tempered by practical challenges such as work schedules, time constraints, and sometimes feelings of intimidation or discomfort in approaching school staff. Parents acknowledge these barriers but emphasize their motivation to remain involved, seeking alternative ways to communicate when direct participation is difficult, such as through emails or school portals. The findings highlight the tension between parents' intentions and external constraints, underscoring the importance of schools fostering accessible and welcoming environments to facilitate parental involvement. The varied comfort levels parents report also suggest that schools could play a role in building parents' confidence in initiating communication, which in turn may strengthen the parent-school partnership.

3.2.2.4. Communication with Children

Parents describe frequent conversations about their child's daily experiences, academic achievements, and difficulties, which help maintain a strong connection and enable timely support. This ongoing dialogue allows children to share their feelings and reflect on their progress, fostering an environment of trust and mutual understanding. By engaging in discussions about both successes and challenges, parents provide encouragement and help children develop self-awareness and resilience. The findings highlight communication as a vital mechanism through which parental involvement is realized in everyday life, reinforcing learning while also nurturing the child's emotional security and motivation.

3.2.2.5. Balanced and Supportive Reactions to Academic Results

Parents consistently demonstrate a balanced approach when responding to their child's grades. Positive achievements are met with praise, rewards, and encouragement, reinforcing desired behaviors and boosting the child's self-esteem. Conversely, when children receive lower grades, parents focus on constructive feedback, emphasizing effort, learning from mistakes, and the importance of perseverance. Rather than resorting to punishment or criticism, parents aim to create a supportive environment that encourages growth and resilience. This approach reflects a deep understanding of the importance of nurturing a growth mindset, helping children see academic setbacks as opportunities for improvement rather than as failures.

Parents observe that their involvement is generally appreciated by their children and serves as a motivating factor. However, there is also recognition of the evolving developmental need for autonomy, as children sometimes resist excessive involvement and seek to manage their responsibilities independently. This nuanced dynamic reflects a natural tension between parental support and the child's growing self-direction. Parents' reflections show sensitivity to this balance and an understanding that effective involvement must respect the child's space and emerging independence. The findings highlight the importance of flexibility and responsiveness in parental engagement, allowing children to feel supported while fostering their personal growth.

3.2.3. Interpretation of Teachers' Questionnaire

3.2.3.1. Current State of Parental Involvement

Teachers generally perceive parental involvement to be moderate, with half of the respondents categorizing parents as "moderately involved." While some teachers acknowledge a high degree of involvement, others observe only slight or minimal participation from parents in their children's education. This distribution indicates variability in parental engagement levels, which may reflect differences in family circumstances, cultural expectations, or the schools' communication strategies. The types of involvement reported most frequently focus heavily on academic support activities within the home environment, such as helping with homework and setting rules and routines. These forms of involvement suggest that parents tend to contribute more consistently to daily academic tasks rather than participating actively in school-centered activities like attending events or meetings. Communication with teachers is observed to be relatively common but not predominant, while participation in school activities remains the least frequent form of involvement. This highlights a potential gap in fostering a broader school community partnership and indicates that parental involvement is largely home-centric, which may limit the benefits of engagement that extend beyond academic assistance.

3.2.3.2. Impact of Parental Involvement on Student Outcomes

The overwhelming majority of teachers agree that parental involvement exerts a strongly positive influence on students' academic performance and behavior. A large proportion of respondents rate this impact as "very positive," with further support from those who view it as "somewhat positive." Teachers provided concrete examples illustrating how engaged parents, who regularly monitor homework or collaborate on behavior plans, contribute to significant improvements in student achievement and classroom behavior. Such involvement not only enhances academic skills, such as reading comprehension, but also fosters confidence, motivation, and active participation in learning activities. Conversely, lack of parental engagement manifested as absence from meetings or inadequate support with homework is associated with negative outcomes, including diminished student motivation and academic decline. Importantly, teachers also emphasize the value of early communication from parents about concerns, which enables timely interventions that can prevent decline in student performance.

3.2.3.3. Communication Between Teachers and Parents

Communication emerges as a pivotal element in sustaining and enhancing parental involvement. Most teachers maintain contact with parents on a monthly or semester basis, with a smaller subset engaging in weekly communications. This regular but varied frequency suggests that while communication channels are established, the intensity of interaction depends on contextual factors such as the student's needs or parental availability. Notably, the vast majority of teachers consider communication with parents to be "very effective" in improving student outcomes. This highlights that ongoing dialogue facilitates mutual understanding, ensures parents are informed about their child's progress, and allows for collaborative problem-solving. Furthermore, effective communication helps create a continuous support system that bridges home and school, strengthening the educational partnership. The absence of any negative views on communication effectiveness further reinforces its recognized value in educational improvement, emphasizing that consistent and clear exchanges between teachers and parents are fundamental to student success.

3.2.3.4. Barriers to Parental Involvement

Despite its recognized importance, parental involvement faces several notable challenges. The most frequently cited barrier is "lack of time," reported by half of the respondents. This reflects the reality that many parents juggle demanding work schedules and multiple responsibilities, limiting their ability to engage fully with their child's schooling. A substantial proportion of teachers also identify "low interest from parents" as a significant obstacle, pointing to motivational issues or a lack of awareness regarding the benefits of involvement. These challenges reveal the complexity of fostering engagement, which depends not only on logistical factors but also on attitudinal and cultural dimensions. Additionally, teachers report constraints related to limited school resources and inadequate communication tools, suggesting infrastructural and technological limitations that may hinder effective outreach and interaction with parents. Addressing these barriers requires multifaceted approaches that accommodate parents' time constraints, foster their motivation, and enhance school capacities to connect with families.

3.2.3.5. Expectations of Parents' Roles

Teachers articulate a comprehensive vision of the role parents should play in their children's academic lives, particularly at the middle school level. Central to this vision is the idea that parents should actively support and monitor their children's homework while

encouraging independence, fostering self-regulation and personal responsibility. Maintaining open, ongoing communication with teachers is emphasized as a means of ensuring coordinated efforts and consistent expectations. Parents are also seen as vital role models for discipline and behavior, shaping children's attitudes toward school and learning. Beyond academic support, teachers advocate for parental participation in school events and active involvement in creating a positive learning environment at home. Helping children establish routines and motivating them to take responsibility further underscores the developmental dimension of parental engagement, focusing on preparing students for the increasing demands of middle school. Overall, the responses reflect a partnership model where parents and teachers collaborate closely to support the holistic development of the child.

3.2.3.6. Recommendations for Enhancing Parental Involvement

To overcome challenges and strengthen parental engagement, teachers recommend practical, actionable strategies. Offering more flexible meeting times is seen as essential to accommodate the diverse schedules of parents, reducing the barrier posed by time constraints. The adoption of digital communication tools, including apps and email, is encouraged to ensure timely and accessible information sharing, making it easier for parents to stay informed and involved. Organizing workshops tailored to help parents understand the curriculum and learning strategies aims to empower them with the knowledge necessary to support their children effectively. Moreover, school-led campaigns designed to highlight the benefits of parental involvement seek to raise awareness and motivate parents to participate more actively. Finally, fostering a welcoming and respectful school environment that values parents' contributions is critical in encouraging sustained engagement and building trust. Collectively, these recommendations represent a strategic approach to creating a supportive ecosystem where families and schools work together to enhance student outcomes.

3.3. Recommendations

- ✓ Schools should schedule parent-teacher meetings and events at various times, including evenings and weekends, to accommodate parents' diverse work schedules. Flexibility increases the likelihood of attendance and meaningful participation.
- ✓ Utilize apps, emails, text messaging, and school portals to keep parents regularly informed about their child's progress, school activities, and important announcements. Digital platforms make communication more convenient and accessible, especially for busy parents.

- ✓ Conduct workshops that educate parents on curriculum content, learning strategies, and ways to support homework and study habits. Empowering parents with knowledge builds their confidence and effectiveness in assisting their children academically.
- ✓ Foster an inclusive and respectful atmosphere that encourages parents to participate. Schools can host informal events, open houses, and parent forums to build trust and make parents feel valued as partners in education.
- ✓ Encourage parents to take on leadership roles in school committees, volunteer programs, or parent-teacher associations. Active involvement in decision-making can deepen their connection to the school community.
- ✓ Implement surveys or feedback sessions to understand parents' needs, preferences, and obstacles to involvement. Schools can then tailor programs and communication strategies accordingly.

Conclusion

The analysis of interviews and questionnaires reveals that parental involvement is a crucial factor in shaping students' academic achievement, motivation, and emotional well-being. Across pupils, parents, and teachers, it is evident that active support whether through homework assistance, emotional encouragement, or communication with schools positively influences student outcomes. However, the extent and style of involvement vary widely due to factors such as family routines, work commitments, and the child's need for independence. Challenges such as time constraints and limited school resources also affect the consistency of parental engagement. Despite these obstacles, effective collaboration between parents, teachers, and schools remains essential to fostering a supportive learning environment. This chapter underscores the importance of balancing guidance with autonomy, enhancing communication, and implementing flexible strategies to strengthen parental participation, ultimately contributing to students' academic success and holistic development.

General Conclusion

Parental involvement has long been recognized as a crucial factor in the academic development and emotional well-being of children. The current study investigated this phenomenon within the Algerian context, aiming to explore how parents engage in their children's educational journey and how this involvement affects students' academic success. This research aimed to examine the extent to which parental involvement influences students' academic performance, with particular attention to the different forms this involvement takes—both at home and in school and the barriers that may hinder it.

The study was conducted at Hassiba Middle School and involved a diverse sample of 65 participants, divided into three key groups: 15 teachers, 30 parents, and 30 students. This sampling allowed for a multi-perspective analysis of the phenomenon. A mixed-methods approach was employed, combining qualitative interviews (with parents and students) and a quantitative questionnaire (with teachers). This methodological triangulation ensured a deeper, more nuanced understanding of the nature, impact, and limitations of parental involvement in education. The central aim was to explore the role of parents in enhancing students' academic performance, to identify practical ways they contribute to their children's education, and to uncover the challenges they face. Ultimately, the study sought to propose actionable strategies to reinforce school-family collaboration.

The researcher addressed three main research questions. The first explored how parental involvement influences children's academic performance. The results revealed that students who received regular support from their parents such as help with homework, encouragement, and emotional backing tended to perform better at school. They showed increased motivation, improved study habits, and higher self-confidence. Therefore, the first hypothesis, which posited a positive relationship between parental involvement and student performance, was supported.

The second question focused on identifying the different ways parents contribute to their children's education. The findings showed that parents support their children in various forms, including monitoring homework, attending school meetings, communicating with teachers, and providing structured routines at home. Emotional support was also frequently cited as a key factor. The second hypothesis, suggesting that parents engage through multiple channels—academic, emotional, and logistical was confirmed.

The third question aimed to investigate the challenges that parents face in engaging with their children's education. The data revealed that time constraints, work responsibilities, lack of awareness, communication gaps with schools, and socioeconomic factors were among the main challenges. Thus, the third hypothesis, which proposed that various obstacles hinder parental involvement, was validated by the participants' responses.

In conclusion, the study demonstrated that parental involvement positively influences students' academic success, especially when parents engage actively both at home and in school settings. Multiple forms of involvement were identified, all contributing meaningfully to students' educational outcomes. However, challenges persist, particularly among parents with limited time, resources, or access to school communication. It is therefore recommended that schools work collaboratively with families to establish flexible and inclusive strategies that encourage stronger parental participation. Building bridges between parents and educators can significantly enhance not only student achievement but also their overall school experience.

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الملخص

تناولت هذه الدراسة دور مشاركة الوالدين في تشكيل التحصيل الدراسي للتلاميذ ضمن السياق التربوي الجزائري. فعلى الرغم من الاعتراف الواسع بتأثير الآباء على أداء أطفالهم المدرسي، لا تزال هناك حاجة إلى دراسة طبيعة هذه المشاركة وفعاليتها ومعوقاتها في المدارس المتوسطة المحلية. هدفت الدراسة إلى فحص تأثير أشكال مختلفة من مشاركة الوالدين على أداء التلاميذ، بالإضافة إلى تحديد التحديات التي تعيق الانخراط الفعال، واقتراح سبل لتعزيز التعاون بين الأسرة والمدرسة. استخدمت الدراسة منهجاً مختلطاً، حيث تم جمع البيانات الكمية عبر استبيان وُزِعَ على 15 أستاذًا، في حين جُمعت البيانات النوعية من خلال مقابلات أجريت مع 30 وليّ أمر و30 تلميذاً من متوسطة حسبيبة. سمح هذا الدمج بتحليل شامل ومتعدد الزوايا للمشكلة المدروسة. كشفت النتائج أن التلاميذ الذين تلقوا دعماً منتظماً من أوليائهم كانوا أكثر تفوقاً دراسياً، إذ أظهروا دافعية أكبر وثقة بالنفس وعادات دراسية محسنة. كما تبين أن الآباء يشاركون بطرق مختلفة، منها المتابعة الأكاديمية، الدعم العاطفي، وحضور الاجتماعات المدرسية. ومع ذلك، واجه العديد منهم عوائق مثل ضيق الوقت، ضعف التواصل مع المدرسة، وقلة الوعي بسبل المساعدة. خلصت الدراسة إلى أن مشاركة الوالدين تمثل عاملاً حاسماً في نجاح التلميذ، لكنها تستدعي توجيهاً ومرافقة مناسبة لتخطي العقبات. ويُعدّ تعزيز الشراكة بين المدرسة والأسرة خطوة أساسية نحو تحقيق نتائج تعليمية أكثر فعالية.

مشاركة الوالدين، التحصيل الدراسي، نجاح التلميذ، العوائق التربوية، التعاون الأسري :الكلمات المفتاحية
المدرسي.

Le résumé

Cette étude a exploré le rôle de l'implication parentale dans la réussite scolaire des élèves dans le contexte éducatif algérien. Bien que l'influence des parents sur la performance scolaire de leurs enfants soit largement reconnue, il demeure nécessaire d'examiner la nature, l'efficacité et les limites de cette implication dans les établissements d'enseignement moyen locaux. L'objectif de cette recherche était d'analyser l'impact des différentes formes d'implication des parents sur les résultats scolaires des élèves, ainsi que d'identifier les obstacles qui freinent une participation efficace, et de proposer des stratégies pour renforcer la collaboration entre la famille et l'école. L'étude a adopté une approche méthodologique mixte. Des données quantitatives ont été recueillies à l'aide d'un questionnaire distribué à 15 enseignants, tandis que des données qualitatives ont été obtenues à travers des entretiens menés avec 30 parents et 30 élèves de la moyenne Hassiba. Cette combinaison a permis une analyse approfondie et multidimensionnelle du phénomène. Les résultats ont révélé que les élèves bénéficiant d'un soutien parental régulier obtenaient généralement de meilleurs résultats scolaires, faisant preuve d'une plus grande motivation, d'une meilleure confiance en soi et de bonnes habitudes de travail. Les parents s'impliquaient de diverses manières : suivi des devoirs, soutien affectif, participation aux réunions scolaires. Toutefois, plusieurs obstacles ont été identifiés, notamment le manque de temps, des difficultés de communication avec l'école et un manque d'informations sur les moyens de s'impliquer. En conclusion, l'étude a confirmé l'importance de l'implication parentale tout en soulignant la nécessité d'un accompagnement des familles pour dépasser ces freins et améliorer la réussite des élèves.

Mots-clés : implication parentale, réussite scolaire, performance des élèves, obstacles éducatifs, partenariat école-famille.

Appendices

Appendix A Pupils' Interview

1. General Support

1. Can you tell me about a time when your parents helped you with something related to school?
2. What do your parents usually do to help you with your homework or studying?
3. How often do they help you with schoolwork at home?

2. Emotional and Motivational Impact

4. How does it make you feel when your parents help you or encourage you?
5. Do you think you try harder at school when your parents are involved? Why or why not?
6. What do your parents say when you get good or bad grades? How do you feel about that?

3. School Communication

7. Do your parents talk to your teachers or come to school events (like meetings or shows)?
8. How do you feel when your parents come to your school or talk to your teachers?

4. Daily Routines and Expectations

9. Do your parents ask you about your school day or check your homework?
10. Do they have rules about studying or using your phone or watching TV on school nights?

Appendix B Interviews with Parents

1. Understanding of Parental Involvement

1. What does being involved in your child's education mean to you?
2. How important do you think parental involvement is in a child's academic success?

2. Home Support

3. Can you describe the ways you support your child's learning at home (e.g., helping with homework, encouraging reading)?
4. How often do you help your child with schoolwork or projects?

3. School Involvement

5. Do you attend parent-teacher meetings, school events, or communicate with teachers?
How regularly?
6. How comfortable do you feel reaching out to your child's school when needed?
7. Are there any challenges that make it harder for you to be involved in school activities?

4. Communication with the Child

8. Do you talk to your child about their school day or their academic progress?
9. How do you respond when your child receives good or bad grades?
10. How does your child react to your involvement? Do they seem to appreciate it, or resist it?
11. In your opinion, how does your involvement affect your child's motivation or performance at school?
12. Have you noticed any changes in their behavior or grades when you are more or less involved?
13. If you could support your child in a new way, what would you try to do differently?

Appendix C Teachers' Questionnaire

Section A: General Information

1. Subject(s) you teach:

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2. Years of teaching experience:

☐ 1–3 ☐ 4–6 ☐ 7–10 ☐ 10+

3. Grade level(s) you currently teach:

.....

Section B: Parental Involvement

4. How involved do parents typically seem in their child's education?

☐ Very involved ☐ Moderately involved ☐ Slightly involved ☐ Not involved

5. What types of parental involvement do you observe most often? (*Select all that apply*)

☐ Helping with homework
☐ Attending parent-teacher meetings
☐ Communicating with teachers
☐ Setting rules and routines at home
☐ Participating in school activities
☐ Other: _____

6. In general, how does parental involvement affect student performance in your classroom?

☐ Very positively ☐ Somewhat positively ☐ No effect ☐ Negative impact

7. Can you describe an example where a parent's involvement had a noticeable impact (positive or negative) on a student's academic performance or behavior?

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.....

8. How frequently do you communicate with parents during the school year?

☐ Weekly ☐ Monthly ☐ Once per semester ☐ Rarely or never

9. How effective do you find communication with parents in improving student outcomes?

☐ Very effective ☐ Somewhat effective ☐ Not effective ☐ Not applicable

10. What are the most common challenges in involving parents? *(Select all that apply)*

- ☐ Lack of time
- ☐ Low interest from parents

- ☐ Limited school resources
- ☐ Lack of communication tools
- ☐ Other: _____

11. In your opinion, what role should parents play in their child's academic life at the middle school level?

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12. What would you recommend to improve parental involvement in middle school students' learning?

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