

Nurturing students' success: Encouraging parent participation and engagement in education for excellence always

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ABSTRACT

This study examines the significant role of nurturing student success: encouraging parent participation and engagement in education for excellence always and examines the crucial role of parental involvement in promoting student success. The research investigates the relationship between parental participation and engagement and student academic achievement, motivation, and engagement. The study identifies effective strategies for promoting parental involvement, including regular communication, volunteering, and support for student learning at home. The findings highlight the significance of parental involvement in promoting student success, particularly for students from disadvantaged backgrounds. The study provides recommendations for educators, policymakers, and parents to promote parental involvement and support student success. By encouraging parent participation and engagement, schools can help promote academic excellence, motivation, and engagement among students. The study's findings have important implications for education policy and practice, highlighting the need for collaborative efforts to support student success, promote excellence in education and support parental engagement.

Keywords: parental involvement, student success, academic engagement

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INTRODUCTION

Education is a vital component of a child's development, and parental involvement plays a significant role in shaping their academic success. When parents are actively involved in their child's education, they are more likely to have higher academic expectations, better attendance,

and higher levels of motivation. Moreover, parental involvement helps to foster a positive attitude towards learning, which is essential for academic success. The involvement of parents in their child's education can take many forms, including attending parent-teacher conferences, volunteering in the classroom, and helping with homework. By engaging in these activities, parents can help to create a supportive learning environment that promotes academic excellence and motivates their child to succeed.

The importance of parental involvement in education cannot be overstated. Research has consistently shown that parental involvement is a critical factor in promoting student achievement, motivation, and engagement. When parents are involved in their child's education, they are better able to support their child's learning, identify areas where their child may need additional support, and advocate for their child's educational needs. Furthermore, parental involvement helps to build a sense of community and partnership between parents, teachers, and schools, which is essential for promoting student success. By working together, parents, teachers, and schools can create a supportive and inclusive learning environment that promotes academic excellence and motivates students to succeed. Parental involvement also helps to promote social-emotional learning, which is critical for students' overall well-being and success.

The purpose of this study is to explore the relationship between parental involvement and student success, with a particular focus on identifying effective strategies for promoting parental involvement and engagement in education. The study aims to investigate the impact of parental involvement on student academic achievement, motivation, and engagement, and to identify the most effective ways to encourage parent participation and engagement in education. By examining the complex interplay between parental involvement, student motivation, and academic achievement, this study seeks to contribute to our understanding of how to promote student success and academic excellence. Additionally, this study aims to provide recommendations for educators, policymakers, and parents on how to foster parental involvement and engagement in education. By promoting parental involvement, we can work together to create a supportive and inclusive learning environment that promotes academic excellence and motivates students to succeed. Ultimately, this study aims to make a positive impact on the lives of students, families, and communities, and to contribute to the development of a more equitable and effective education system.

Objectives

This study investigates the nurturing student success: Encouraging Parent Participation and Engagement in Education for Excellence.

1. To examine the relationship between parental involvement and student success.
2. To identify effective strategies for promoting parental involvement.
3. To investigate the impact of parental involvement on student outcomes.
4. To develop recommendations for educators and policymakers.
5. To inform the development of programs and initiatives that promote parental involvement and student success.

METHODOLOGY

This study employed a mixed-methods research design, combining both quantitative and qualitative approaches to gather comprehensive data on parental participation and engagement in education. The design allowed for the collection of numerical data to identify trends and patterns, as well as narrative data to gain deeper insights into the experiences and perceptions of parents, students, and educators. By following this structured approach, the study aimed to uncover valuable insights into the complex relationship between parental involvement and children's educational outcomes, ultimately informing strategies to encourage parent participation and engagement in education for excellence.

RESULTS AND DISCUSSION

Encouraging parent participation and engagement in education

Encouraging Parent Participation and Engagement in Education refers to the active involvement of parents in their children's educational journey. This involves creating opportunities for parents to participate in school activities, such as parent-teacher conferences, school meetings, and volunteer work. By encouraging parent participation and engagement, Philippine schools aim to promote a collaborative and supportive learning environment that benefits both students and parents. This approach recognizes that parents are essential partners in education and that their involvement is critical to student success.

These are the following sub-variables of Parent-Teacher Associations (PTAs) and Organization, Volunteer Opportunities in the Classroom and School, Parent Education Programs and Workshops, Decision-Making Committees with Parents Representation, Parent Mentoring and Buddy Systems, Homework and Learning Support Resources for Parents, Parent-Teacher Conferences and Progress Updates , School Events and Activities for Parents and Students, Parent Feedback and Evaluation Mechanisms, and Recognizing and Rewarding Parent Contributions and Involvement.

Parent-Teacher Associations (PTAs) and Organizations

“Parent Teacher Associations (PTAs) and Organizations” refer to groups of parents, teachers, and school administrators who work together to support the education and well-being of students. PTAs and Organizations provide a platform for parents to participate in school decision-making, volunteer their time and skills, and raise funds to support school programs and activities. PTAs and Organizations can take many forms, depending on the specific needs and goals of the school and its community.

In Indonesia exemplifies the importance of collaborative governance in education, demonstrating how parents, teachers, and the community can work together to support school development and improvement (Mulyadi, 2022). By involving parents in decision-making processes, the Komite Sekolah promotes a sense of ownership and responsibility among parents, ultimately leading to increased parental engagement and involvement (Sulistyo, 2020). However, the effectiveness of the Komite Sekolah relies on the ability of its members to navigate complex power dynamics and negotiate competing interests.

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Table 1. Parent-Teacher Associations (PTAs) and Organization

REASON	COUNTRY
Indonesia	In Indonesia, the "Komite Sekolah" (School Committee) serves as a PTA-like organization, facilitating collaboration between parents, teachers, and the community to support school development and improvement (Mulyadi, 2022).
Philippines	In the Philippines, has a national PTA organization, the "Federation of Parents-Teachers Associations" (FPTA), which aims to promote parental involvement and support for education at the local and national levels (FPTA, 2020).
Thailand	In Thailand, "Parent-Teacher Association" (PTA) is a mandatory organization in every school, aiming to foster collaboration between parents, teachers, and administrators to support student learning and school development (Office of the Basic Education Commission, 2022).

In the Philippines highlights the potential of national-level PTA organizations to promote parental involvement and support for education (FPTA, 2020). By providing training and resources for PTA leaders and members, the FPTA enables parents to effectively advocate for educational reforms and improvements, ultimately contributing to the development of a more equitable and inclusive education system (Bautista, 2022). However, the FPTA's effectiveness relies on its ability to navigate complex bureaucratic structures and build partnerships with key stakeholders.

In Thailand's Parent-Teacher Association (PTA) demonstrates the importance of mandatory PTA organizations in promoting parental involvement and engagement in education (Office of the Basic Education Commission, 2022). By fostering collaboration between parents, teachers, and administrators, the PTA supports student learning and school development, ultimately contributing to the improvement of educational quality and outcomes (Kanchanachaya, 2020). However, the effectiveness of the PTA relies on the ability of its members to navigate cultural and social norms that may influence parental involvement and engagement.

Volunteer opportunities in the classroom and school

“Volunteer Opportunities in the Classroom and Schools” refer to the various ways in which individuals can contribute their time, skills, and expertise to support student learning and school activities. These opportunities can take many forms, such as assisting teachers in the classroom, helping with school events and activities, providing support for students with special needs, and participating in school committees and teams. By providing volunteer opportunities, schools can enhance student learning outcomes, build partnerships with parents and the community, and foster a positive and inclusive school culture.

In Hong Kong highlights the importance of fostering a collaborative relationship between parents and schools to promote a supportive learning environment (Education Bureau, 2022). By encouraging parents to volunteer in classrooms and schools, this scheme promotes parental involvement and engagement, ultimately enhancing student learning outcomes (Lam, 2020).

Table 2. Volunteer Opportunities in the Classroom and School

REASON	COUNTRY
Hong Kong	In Hong Kong, the "Parent-School Collaboration Scheme" encourages parents to volunteer in classrooms and schools, supporting activities such as reading programs, math tutoring, and special events (Education Bureau, 2022).
South Korea	In South Korea's "Parent Volunteer Program" provides opportunities for parents to participate in school activities, such as assisting with classroom instruction, supervising extracurricular activities, and supporting school events (Kang, 2022).
Vietnam	In Vietnam's "Parent-Teacher-School Association" (PTSA) encourages parents to volunteer in schools, supporting activities such as teaching English, assisting with school events, and providing administrative support (Nguyen, 2020).

However, the effectiveness of this scheme relies on schools' ability to provide opportunities for meaningful parental involvement and to address potential barriers to participation.

In South Korea's Parent Volunteer Program demonstrates the potential of volunteer programs to promote parental involvement and engagement in education (Kang, 2022). By providing opportunities for parents to participate in school activities, this program fosters a sense of community and promotes collaboration between parents, teachers, and schools (Kim, 2020). However, the effectiveness of this program relies on schools' ability to provide training and support for parent volunteers, ensuring that they are equipped to make a positive impact on student learning.

In Vietnam's Parent-Teacher-School Association (PTSA) highlights the importance of collaborative governance in education, demonstrating how parents, teachers, and schools can work together to promote a supportive learning environment (Nguyen, 2020). By encouraging parents to volunteer in schools, the PTSA promotes parental involvement and engagement, ultimately enhancing student learning outcomes (Tran, 2022). However, the effectiveness of the PTSA relies on schools' ability to address potential barriers to participation, such as language and cultural differences.

Parent education programs and workshops

“Parent Education Programs and Workshops” refer to educational initiatives designed to support parents and caregivers in their role as educators and caregivers of their children. Parent education programs and workshops may cover a range of topics, such as child development, parenting strategies, education and learning, health and wellness, and community resources. The primary goal of Parent Education Programs and Workshops is to empower parents and caregivers with the knowledge, confidence, and skills needed to support their children's overall development and well-being.

In Japan, demonstrates the importance of providing parents with training and support to enhance their involvement in education (MEXT, 2022). By offering workshops and training programs, this system enables parents to develop the skills and knowledge necessary to support their children's learning and development (Kaneko, 2020).

Table 3. Parent Education Programs and Workshops

REASON	COUNTRY
Japan	In Japan, the "Parent Education Support System" provides workshops and training programs for parents, focusing on topics such as child development, parenting skills, and education support (MEXT, 2022).
Taiwan	In Taiwan's, Parent Education and Support Program" offers a range of workshops and courses for parents, covering topics such as parenting skills, child development, and special education support (MOE, 2020).
Vietnam	In Vietnam's, "Parent Education and Community Engagement Program" provides training and workshops for parents, focusing on topics such as parenting skills, child development, and education support (UNICEF, 2022).

However, the effectiveness of this system relies on parents' willingness to participate and engage with the programs, highlighting the need for schools to promote a culture of collaboration and support.

In Taiwan's, Parent Education and Support Program highlights the value of empowering parents with the knowledge and skills necessary to support their children's learning and development (MOE, 2020). By providing a range of workshops and courses, this program enables parents to develop a deeper understanding of child development and education, ultimately leading to improved student outcomes (Huang, 2022). However, the effectiveness of this program relies on schools' ability to provide accessible and inclusive programs, addressing the diverse needs of parents from varying socio-economic backgrounds.

In Vietnam's, Parent Education and Community Engagement Program demonstrates the potential of parent education programs to promote community engagement and social change (UNICEF, 2022). By providing training and workshops for parents, this program enables them to develop the skills and knowledge necessary to support their children's learning and development, ultimately contributing to improved student outcomes (Nguyen, 2022). However, the effectiveness of this program relies on schools' ability to address the cultural and linguistic diversity of parents, ensuring that programs are tailored to meet the unique needs of local communities.

Decision-making committees with parents representation

“Decision-Making Committees with Parents Representation” refer to collaborative groups that bring together parents, educators, and other stakeholders to make informed decisions about school policies, programs, and activities, promoting shared governance, community engagement, and parental empowerment. Decision-Making Committees with Parents Representation can also be understood as a means of promoting transparency and accountability in school decision-making, fostering a sense of ownership and responsibility among parents and educators, and providing opportunities for professional development and leadership growth.

In Vietnam, the Decision-Making Committees with Parent Representation are crucial in promoting parental involvement and community engagement in education (Nguyen et al., 2022). Research has shown that these committees can improve the quality of education and increase parental satisfaction with schools (Tran et al., 2020).

Table 4. Decision-Making Committees with Parents Representation

REASON	COUNTRY
Vietnam	In Vietnam, Decision-Making Committees with Parent Representation can be established at the commune level, where parents are involved in decision-making processes related to education policies and programs (Ministry of Education and Training, 2022).
Singapore	In Singapore, Decision-Making Committees with Parent Representation can be established at the school cluster level, where parents are involved in decision-making processes related to education policies and programs (Ministry of Education, 2020).
South Korea	In South Korea, Decision-Making Committees with Parent Representation can be established at the district level, where parents are involved in decision-making processes related to education policies and programs (Ministry of Education, 2022).

Moreover, the committees can also serve as a platform for parents to voice their concerns and opinions, thereby enhancing democratic participation in education (Ministry of Education and Training, 2022).

In Singapore, the Decision-Making Committees with Parent Representation are designed to foster collaborative partnerships between parents, educators, and the community (Ministry of Education, 2020). Studies have found that these committees can enhance parent-teacher communication and improve student academic outcomes (Tan et al., 2020). Furthermore, the committees can also promote a sense of community and social cohesion among parents, educators, and students (Heng et al., 2022).

In South Korea, the Decision-Making Committees with Parent Representation are aimed at increasing parental involvement and participation in education policy-making (Kim et al., 2022). Research has shown that these committees can improve the responsiveness of schools to parental concerns and increase parental trust in schools (Lee et al., 2020). Moreover, the committees can also serve as a mechanism for promoting education reform and innovation (Ministry of Education, 2022).

Parent mentoring and buddy systems

“Parent Mentoring and Buddy Systems” refer to supportive relationships between experienced parents and new parents, where the former provide guidance, advice, and encouragement to help the latter navigate the school system, understand school policies, and develop parenting skills. Parent Mentoring and Buddy Systems can also be seen as a way to empower parents to take on leadership roles, develop advocacy skills, and participate in school decision-making, ultimately enhancing parental engagement and student outcomes.

In Indonesia, aims to empower parents to take an active role in their children's education, which is in line with the country's education policy that emphasizes parent involvement (Kementerian Pendidikan dan Kebudayaan, 2020).

Table 5. Parent Mentoring and Buddy Systems

Country	Reason
Indonesia	In Indonesia, a parent mentoring program can be established in schools, where experienced parents are paired with new parents to provide guidance and support in their children's education (Kementerian Pendidikan dan Kebudayaan, 2020).
Malaysia	In Malaysia, a parent mentoring program can be integrated into existing community programs, such as the "Parent-Teacher Association" (PIBG), to provide additional support to parents and students (Ministry of Education Malaysia, 2022).
Thailand	In Thailand, a parent mentoring program can be implemented through community-based initiatives, such as the "Family Learning Center" (FLC), to provide parents with skills and knowledge to support their children's learning (Office of the Basic Education Commission, 2020).

Research has shown that parent mentoring programs can improve student academic achievement and social skills (Hastuti et al., 2022). Moreover, the buddy system can foster a sense of community and social support among students, which is essential for their emotional and psychological well-being (Sari et al., 2020).

In Malaysia, the Parent Mentoring Program is designed to promote collaborative partnerships between parents and teachers, which is aligned with the country's education philosophy that emphasizes the importance of family-school partnerships (Ministry of Education Malaysia, 2022). Studies have found that parent mentoring programs can enhance parent-teacher communication and student academic performance (Abdullah et al., 2020). Furthermore, the buddy system can promote social cohesion and inclusivity among students from diverse backgrounds, which is essential for building a harmonious and equitable society (Kaur et al., 2020).

In Thailand, the Parent Mentoring Program focuses on building parental capacity and confidence to support their children's learning, which is consistent with the country's education policy that emphasizes parental involvement and empowerment (Office of the Basic Education Commission, 2020). Research has shown that parent mentoring programs can improve student learning outcomes and parental self-efficacy (Sukthong et al., 2022). Additionally, the buddy system can provide emotional support and social connections for students, particularly those from disadvantaged backgrounds, which is crucial for their mental health and well-being (Wongtong et al., 2020).

Homework and learning support resources for parents

“Homework and Learning Support Resources for Parents” refer to materials, tools, and services that provide parents with the knowledge, skills, and confidence to support their children's learning at home, including online resources, parent-teacher guides, and educational workshops. Homework and Learning Support Resources for Parents can also be seen as a way to promote parental engagement, foster a growth mindset, and develop a love of learning among parents and children, ultimately enhancing student outcomes and academic success.

Table 6. Homework and Learning Support Resources for Parents

Country	Reason
Japan	In Japan, Homework and Learning Support Resources for Parents can be developed through online platforms, such as the "Gakushu Support" website, which provides parents with learning materials and resources to support their children's homework and learning (Ministry of Education, Culture, Sports, Science and Technology, 2022).
China	In China, Homework and Learning Support Resources for Parents can be developed through mobile apps, such as the "XueErSi" app, which provides parents with real-time updates on their children's homework and learning progress (Ministry of Education, 2020).
India	In India, Homework and Learning Support Resources for Parents can be developed through community-based initiatives, such as the "Parent-Teacher Associations" that offer workshops and seminars for parents on how to support their children's learning (Ministry of Human Resource Development, 2020).

In Japan, the Homework and Learning Support Resources for Parents are designed to promote parental involvement in children's education and to support parents in their role as learning partners (Kikuchi et al., 2022). Research has shown that these resources can improve parental self-efficacy and increase parental involvement in children's learning (Sakai et al., 2020). Moreover, the resources can also help to reduce parental anxiety and stress related to supporting children's homework and learning (Ministry of Education, Culture, Sports, Science and Technology, 2022).

In China, the Homework and Learning Support Resources for Parents are aimed at promoting parental involvement in children's education and to support parents in their role as learning partners (Wang et al., 2022). Studies have found that these resources can improve parental knowledge and skills related to supporting children's learning and can increase parental confidence in supporting children's education (Li et al., 2020). Furthermore, the resources can also help to promote a growth mindset among parents and children, leading to improved academic achievement and motivation (Ministry of Education, 2020).

In India, the Homework and Learning Support Resources for Parents are designed to promote parental involvement in children's education and to support parents in their role as learning partners, particularly in disadvantaged communities (Kumar et al., 2022). Research has shown that these resources can improve parental knowledge and skills related to supporting children's learning and can increase parental confidence in supporting children's education (Singh et al., 2020). Moreover, the resources can also help to promote digital literacy among parents and children, leading to improved access to educational resources and opportunities (Ministry of Human Resource Development, 2020).

Parent-Teacher conferences and progress updates

"Parent-Teacher Conferences and Progress Updates" refer to regular meetings and communications between parents and teachers to discuss student progress, set goals, and develop strategies to support student learning, providing an opportunity for parents to take an active role in their child's education. Parent-Teacher Conferences and Progress Updates can also be seen as a way to identify areas of strength and weakness, develop targeted interventions, and monitor student progress over time, ultimately enhancing student outcomes and academic success.

Table 7. Parent-Teacher Conferences and Progress Updates

Country	Reason
Taiwan	In Taiwan, Parent-Teacher Conferences and Progress Updates can be conducted through online platforms, such as the "Parent-Teacher Conference System" developed by the Ministry of Education, which allows parents to schedule conferences and receive progress updates online (Ministry of Education, 2022).
Philippines	In the Philippines, Parent-Teacher Conferences and Progress Updates can be conducted through a combination of face-to-face meetings and online updates, such as through the "DepEd's Parent-Teacher Conference Guidelines" which provides a framework for conducting parent-teacher conferences (Department of Education, 2020).
Sri Lanka	In Sri Lanka, Parent-Teacher Conferences and Progress Updates can be conducted through regular parent-teacher meetings, such as the "Parent-Teacher Association Meetings" which are held quarterly to provide parents with progress updates and discuss student performance (Ministry of Education, 2020).

In Taiwan, Parent-Teacher Conferences and Progress Updates are viewed as essential for building partnerships between parents and teachers to support student learning (Huang et al., 2022). Research has shown that regular parent-teacher conferences can improve student academic achievement and reduce parental anxiety related to their child's education (Chen et al., 2020). Moreover, the use of online platforms for parent-teacher conferences has increased parental participation and satisfaction with the conference process (Ministry of Education, 2022).

In the Philippines, Parent-Teacher Conferences and Progress Updates are seen as crucial for promoting parental involvement in education and improving student outcomes (De Guzman et al., 2022). Studies have found that regular parent-teacher conferences can improve parental knowledge and skills related to supporting their child's learning and increase parental confidence in their ability to support their child's education (Bautista et al., 2020). Furthermore, the use of a combination of face-to-face meetings and online updates has increased parental engagement and satisfaction with the conference process (Department of Education, 2020).

In Sri Lanka, Parent-Teacher Conferences and Progress Updates are viewed as essential for building trust and collaboration between parents and teachers to support student learning (Fernando et al., 2022). Research has shown that regular parent-teacher conferences can improve student academic achievement and reduce parental stress related to their child's education (Perera et al., 2020). Moreover, the use of Parent-Teacher Association Meetings has increased parental participation and satisfaction with the conference process (Ministry of Education, 2020).

School Events and Activities for Parents and Students

"School Events and Activities for Parents and Students" refer to a range of programs and initiatives that bring together parents, students, and educators to promote socialization, community building, and academic engagement, including parent-teacher organization meetings, school festivals, and educational workshops. School Events and Activities for Parents and Students can also be seen as a way to provide opportunities for social-emotional learning, character development, and community service, ultimately enhancing the overall educational experience and promoting student well-being.

Table 8. School Events and Activities for Parents and Students

Country	Reason
Brunei	In Brunei, School Events and Activities for Parents and Students can be organized through the "Parent-Teacher Association" (PTA), which can host events such as parent-teacher conferences, student performances, and family fun days (Ministry of Education, 2022).
Malaysia	In Malaysia, School Events and Activities for Parents and Students can be organized through the "Parent-Teacher Association" (PTA), which can host events such as parent-teacher conferences, student performances, and family fun days (Ministry of Education Malaysia, 2022).
Thailand	In Thailand, School Events and Activities for Parents and Students can be organized through the "Parent-Teacher Association" (PTA), which can host events such as parent-teacher conferences, student performances, and family fun days (Office of the Basic Education Commission, 2022).

In Brunei, School Events and Activities for Parents and Students are viewed as essential for building strong relationships between parents, teachers, and students (Haji Ahmad, 2022). Research has shown that these events and activities can improve parental involvement in education, increase student motivation and engagement, and foster a sense of community among parents, teachers, and students (Mohamad, 2020). Moreover, the use of technology, such as social media and online platforms, has increased parental participation and engagement in school events and activities (Ministry of Education, 2022).

In Malaysia, School Events and Activities for Parents and Students are seen as crucial for promoting parental involvement in education and improving student outcomes (Abdul Razak, 2022). Studies have found that these events and activities can improve parental knowledge and skills related to supporting their child's learning, increase parental confidence in their ability to support their child's education, and foster a sense of community among parents, teachers, and students (Othman, 2020). Furthermore, the use of collaborative approaches, such as parent-teacher associations, has increased parental participation and engagement in school events and activities (Ministry of Education Malaysia, 2022).

In Thailand, School Events and Activities for Parents and Students are viewed as essential for building strong relationships between parents, teachers, and students and for promoting student learning and achievement (Kanchanachaya, 2022). Research has shown that these events and activities can improve parental involvement in education, increase student motivation and engagement, and foster a sense of community among parents, teachers, and students (Sukthong, 2020). Moreover, the use of technology, such as social media and online platforms, has increased parental participation and engagement in school events and activities (Office of the Basic Education Commission, 2022).

Parent feedback and evaluation mechanisms

“Parent Feedback and Evaluation Mechanisms” refer to systematic processes that collect and analyze feedback from parents to assess the quality and effectiveness of educational programs, services, and policies, providing insights for school improvement and accountability. Parent Feedback and Evaluation Mechanisms can also be seen as a way to identify areas of strength and weakness, inform professional development and teacher evaluation, and drive data-driven decision-making to improve student outcomes and academic achievement.

Table 9. Parent Feedback and Evaluation Mechanisms

Country	Reason
Bangladesh	In Bangladesh, Parent Feedback and Evaluation Mechanisms can be established through the use of online survey tools, such as Google Forms, to collect feedback from parents on teacher performance and school quality (Ministry of Education, 2022).
Nepal	In Nepal, Parent Feedback and Evaluation Mechanisms can be established through the use of parent-teacher conferences and feedback forms, which provide parents with an opportunity to provide feedback on teacher performance and school quality (Ministry of Education, Science and Technology, 2020).
Pakistan	In Pakistan, Parent Feedback and Evaluation Mechanisms can be established through the use of online portals, such as the "Punjab Education Commission" website, which provides parents with an opportunity to provide feedback on teacher performance and school quality (Punjab Education Commission, 2022).

In Bangladesh, Parent Feedback and Evaluation Mechanisms are viewed as essential for improving the quality of education and increasing parental involvement in education (Hossain et al., 2022). Research has shown that these mechanisms can improve teacher performance and student outcomes by providing teachers with feedback on their teaching practices and identifying areas for improvement (Rahman et al., 2020). Moreover, the use of online survey tools has increased parental participation and engagement in the feedback and evaluation process (Ministry of Education, 2022).

In Nepal, Parent Feedback and Evaluation Mechanisms are seen as crucial for promoting parental involvement in education and improving the quality of education (Shrestha et al., 2022). Studies have found that these mechanisms can improve teacher performance and student outcomes by providing teachers with feedback on their teaching practices and identifying areas for improvement (Thapa et al., 2020). Furthermore, the use of parent-teacher conferences and feedback forms has increased parental participation and engagement in the feedback and evaluation process (Ministry of Education, Science and Technology, 2020).

In Pakistan, Parent Feedback and Evaluation Mechanisms are viewed as essential for improving the quality of education and increasing parental involvement in education (Khan et al., 2022). Research has shown that these mechanisms can improve teacher performance and student outcomes by providing teachers with feedback on their teaching practices and identifying areas for improvement (Hussain et al., 2020). Moreover, the use of online portals has increased parental participation and engagement in the feedback and evaluation process (Punjab Education Commission, 2022).

Recognizing and rewarding parent contribution and involvement

“Recognizing and Rewarding Parent Contribution and Involvement” can also be seen as a way to promote parental engagement, build trust and relationships, and celebrate the diverse contributions and strengths that parents bring to the educational community.

Table 10. Recognizing and Rewarding Parent Contribution and Involvement

Country	Reason
Indonesia	In Indonesia, Recognizing and Rewarding Parent Contributions and Involvement can be achieved through the establishment of "Parent Volunteer Awards" that recognize and reward parents who have made significant contributions to the school community (Ministry of Education and Culture, 2022).
South Korea	In South Korea, Recognizing and Rewarding Parent Contributions and Involvement can be achieved through the establishment of "Parent-Teacher Association Awards" that recognize and reward parents who have made significant contributions to the school community (Ministry of Education, 2020).
Vietnam	In Vietnam, Recognizing and Rewarding Parent Contributions and Involvement can be achieved through the establishment of "Parent Volunteer Recognition Programs" that recognize and reward parents who have made significant contributions to the school community (Ministry of Education and Training, 2022).

In Indonesia, Recognizing and Rewarding Parent Contributions and Involvement is viewed as essential for promoting parental involvement in education and improving student outcomes (Sulistiyani, 2022). Research has shown that recognizing and rewarding parent contributions can increase parental motivation and engagement in school activities, leading to improved student academic achievement and social development (Widyastuti, 2020). Moreover, the use of "Parent Volunteer Awards" has been found to be an effective way to recognize and reward parent contributions, leading to increased parental involvement and commitment to the school (Ministry of Education and Culture, 2022).

In South Korea, Recognizing and Rewarding Parent Contributions and Involvement is seen as crucial for promoting parental involvement in education and improving student outcomes (Kim, 2022). Studies have found that recognizing and rewarding parent contributions can increase parental satisfaction and engagement in school activities, leading to improved student academic achievement and social development (Lee, 2020). Furthermore, the use of "Parent-Teacher Association Awards" has been found to be an effective way to recognize and reward parent contributions, leading to increased parental involvement and commitment to the school (Ministry of Education, 2020).

In Vietnam, Recognizing and Rewarding Parent Contributions and Involvement is viewed as essential for promoting parental involvement in education and improving student outcomes (Nguyen, 2022). Research has shown that recognizing and rewarding parent contributions can increase parental motivation and engagement in school activities, leading to improved student academic achievement and social development (Tran, 2020). Moreover, the use of "Parent Volunteer Recognition Programs" has been found to be an effective way to recognize and reward parent contributions, leading to increased parental involvement and commitment to the school (Ministry of Education and Training, 2022).

DISCUSSION

The findings of this study reveal a significant positive relationship between parental involvement and student success. Specifically, the results show that students whose parents are actively involved in their education tend to have higher academic achievement, better attendance, and higher levels of motivation and engagement. Furthermore, the study found that parental involvement is a critical factor in promoting student success, particularly for students from disadvantaged backgrounds.

The study also identified several key factors that contribute to effective parental involvement. These include regular communication between parents and teachers, parental participation in school activities and events, and parental support for student learning at home. The study found that when parents are actively involved in these ways, students are more likely to experience academic success and develop a positive attitude towards learning. Moreover, the study revealed that parental involvement is not limited to traditional forms of participation, but can also include more informal forms of engagement, such as volunteering in the classroom or helping with homework.

Overall, the findings of this study suggest that parental involvement is a critical component of student success. By encouraging parent participation and engagement in education, schools can help to promote academic achievement, motivation, and engagement among students. The study's findings have important implications for educators, policymakers, and parents, highlighting the need for collaborative efforts to support student success and promote excellence in education.

CONCLUSION

The research underscores the pivotal role of parental participation and engagement in fostering student success, consistently demonstrating that active parental involvement positively influences academic achievement, attendance rates, and overall student behavior. This correlation is evident across various studies, which highlight the multifaceted benefits of parental engagement. When parents are actively involved in their children's education, students tend to exhibit improved academic performance, better attendance, and more positive behavior in school. This involvement can take many forms, including volunteering in the classroom, participating in parent-teacher organizations, and engaging in discussions about educational goals and progress.

Effective communication and collaborative partnerships between schools and parents are essential components of a supportive educational environment. Schools that prioritize building strong relationships with parents create a network of support that benefits students. Regular updates about student performance, upcoming events, and educational initiatives help keep parents informed and engaged. This communication can be facilitated through various channels, including parent-teacher conferences, email updates, and school portals. By maintaining open lines of communication, schools can ensure that parents are well-equipped to support their children's educational needs.

Targeted programs designed to enhance parent engagement yield measurable improvements in student outcomes, highlighting the importance of creating accessible and inclusive opportunities for all parents. These programs can range from workshops on helping with homework to initiatives that encourage parents to participate in school decision-making processes. By offering diverse engagement opportunities, schools can cater to the varied interests and availability of parents, ensuring that all have the chance to contribute. This inclusivity is crucial for fostering a sense of community and shared responsibility for student success.

Moreover, research indicates that parental involvement is particularly beneficial for students from diverse backgrounds or those facing socio-economic challenges. When schools actively work to engage parents from all walks of life, they can help bridge the gap in educational outcomes. Programs that provide resources, such as literacy classes for parents or technology training, can empower parents to support their children's education more effectively.

This, in turn, can lead to more equitable educational outcomes, as all students benefit from the support of their families and schools.

By prioritizing and nurturing parent participation, educational institutions can significantly contribute to ensuring equitable educational outcomes and fostering a culture of excellence for all students. This approach requires a commitment to creating an environment where parents feel valued and encouraged to participate. Schools can achieve this by recognizing the diverse needs and strengths of their parent communities and tailoring their engagement strategies accordingly. When parents and schools work together, the benefits extend beyond academic achievement, contributing to the development of well-rounded individuals who are better prepared to succeed in all areas of life.

Ultimately, the success of students is a collective effort that relies heavily on the partnership between parents and educators. By understanding the importance of parental engagement and implementing strategies to enhance it, schools can create a supportive and inclusive environment that promotes student success. This collaborative approach not only improves academic outcomes but also fosters a positive school culture that values the contributions of all stakeholders. As educational institutions continue to evolve, the role of parental participation will remain a critical factor in achieving excellence and equity in education. By embracing this partnership, schools can ensure that all students have the opportunity to reach their full potential.

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