

Parental Involvement and Academic Success: A Comparative Study Across Low, Middle, and High-Income Families in India

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ABSTRACT

This research investigates how parental involvement in children's education affects academic achievement among different socioeconomic groups in India, focusing on how family income levels—low, middle, and high—influence the way parents engage with their children's schooling. The research employed a quantitative cross-sectional survey design, utilizing stratified random sampling to gather data from 450 participants across these income strata in Haryana, India. A semi-structured questionnaire, administered through printed copies, online platforms, and face-to-face interviews, collected comprehensive insights into parental involvement practices. Descriptive statistics were used to analyze the collected responses. The demographic profile revealed a diverse sample, evenly distributed across secondary grade levels and encompassing various school types, parental educational backgrounds, income levels, and occupations. Findings indicated a generally high level of parental engagement, particularly in home-based activities: over 82% of parents regularly assisted with homework, over 86% discussed school activities, and nearly 93% encouraged learning beyond school. However, disparities emerged in school-related and external support activities, suggesting the influence of socioeconomic factors. While 74% attended parent-teacher meetings, a notable portion did not, and 68% actively monitored academic progress. Support for additional tuition also showed variations, with financial constraints likely playing a role. In conclusion, the study affirms a strong parental commitment to education in Haryana, India, but critically demonstrates that the nature and extent of this involvement are significantly shaped by socioeconomic status. While home-based support is widespread, engagement in school-related activities and external academic support is more susceptible to financial and logistical limitations. These findings underscore the imperative for educational institutions and policymakers to develop equitable strategies and flexible support mechanisms to address socioeconomic disparities, thereby empowering all families to foster student academic success in a more inclusive educational environment

Keywords: Parental Involvement, Academic Success, Comparative study, Family Income, India

1. INTRODUCTION

The pursuit of academic success stands as a cornerstone of individual development and societal progress. Education is widely recognized as a powerful determinant of future opportunities, economic stability, and overall well-being. It provides people with the essential knowledge, abilities, and competencies needed to manage the complexities of modern life and to actively participate in and contribute to their communities (Woessmann, 2016). Across societies and cultures, access to quality education is often seen not just as a personal advantage but as a fundamental right and a vital lever for reducing inequality. Within the intricate ecosystem of educational attainment, numerous factors converge to shape a student's academic trajectory. These include institutional elements such as school quality, teacher effectiveness, curriculum design, and resource availability, as well as more personal dimensions like individual learning styles, motivation, and peer influences. However, nestled at the intersection of these environmental and individual factors lies the often-underestimated influence of the family—particularly the role of parental involvement

Parental Involvement and Its Impact

Parental involvement, broadly defined, encompasses a wide spectrum of behaviors, practices, and attitudes that parents adopt to support their children's educational journey and overall development. This involvement can be both formal and informal, structured, or spontaneous, and occurs across home, school, and community settings (Sandler & Hoover-Dempsey, 1997). At its core, parental involvement reflects a parent's commitment to fostering their child's academic and personal success, and it takes many forms depending on context, culture, and resources. One of the most recognized forms of parental involvement is direct academic support, such as assisting children with homework, engaging in reading activities together, or discussing school subjects. These interactions not only reinforce classroom learning but also cultivate a positive academic

identity and reinforce the value of education. Another key domain is school-based engagement, which includes “attending parent-teacher conferences, participating in school events, joining parent associations, or volunteering”. Such activities create stronger parent-school partnerships and enable more consistent communication between educators and families. Beyond direct interactions with schools, parents also shape their children’s education through the creation of a positive home learning environment. This includes providing educational materials like books or technology, establishing routines conducive to studying, setting clear expectations for academic performance, and encouraging discipline and perseverance. Parents who consistently communicate the importance of education help instill long-term motivation and a sense of personal responsibility in their children. An often-overlooked aspect of parental involvement is advocacy—when parents actively work to ensure their child’s specific educational needs are met, whether through Individualized Education Plans (IEPs), accessing additional resources, or addressing issues such as bullying or learning difficulties. Advocacy reflects a deeper level of engagement and often requires significant knowledge, persistence, and empowerment. Decades of educational and developmental research have underscored a consistent and positive relationship between parental involvement and numerous student outcomes. Children whose parents are actively engaged in their education tend to exhibit higher academic achievement, reflected in improved grades and standardized test scores. They also demonstrate better school attendance, fewer behavioral problems, and enhanced motivation and self-confidence. These students have a higher likelihood of graduating from high school and continuing on to higher education, emphasizing the lasting positive impact of family involvement.

The Socioeconomic Nuance in Parental Involvement

Despite the widespread acknowledgment of the positive impact of “parental involvement on student achievement”, a critical nuance often overlooked in broad discussions is the variability in the nature, intensity, and effectiveness of such involvement across different socioeconomic strata. Socioeconomic status (SES)—commonly measured through parental income, educational attainment, and occupational status—plays a pivotal role in shaping not only the resources available to families but also their capacity to meaningfully engage in their children’s education (Şengönül, 2022). Families from low-income backgrounds often face a constellation of structural and contextual challenges that can limit their ability to participate in traditional forms of involvement. These challenges may include long or inflexible work hours, multiple low-wage jobs, limited access to transportation, and inadequate childcare for other siblings. In many cases, parents may also have limited formal education or lack familiarity with the school system, making it more difficult to navigate academic expectations, communicate with teachers, or support homework tasks. Despite these constraints, low-income parents often value education deeply and may engage in non-traditional or informal ways—such as encouraging persistence or sharing life lessons—that are less visible but nonetheless impactful. In contrast, high-income families tend to have greater access to material and social capital, which facilitates more consistent and multifaceted involvement. They are more likely to afford private tutoring, extracurricular programs, technology, and other educational resources that enrich their children’s learning outside the classroom. Furthermore, higher levels of parental education in these households may equip them with the knowledge and confidence to communicate effectively with school personnel and advocate for their children’s needs. Flexible work schedules and professional networks can also enhance their engagement with school communities. Middle-income families, while arguably better positioned than their lower-income counterparts, navigate their own complexities. They may struggle with rising costs of living, debt, or job insecurity, which can affect the consistency of their involvement. These families often prioritize academic success but may lack the abundance of resources available to wealthier households or face time pressures that limit school engagement. Importantly, these differences are not simply a matter of means but also of perceived roles and cultural expectations. Different socioeconomic groups may define “involvement” differently, guided by their experiences, values, and interactions with schools. Recognizing this variability is essential for developing inclusive, equity-driven strategies that support all families—ensuring that parental involvement, in all its forms, is acknowledged, validated, and effectively integrated into the broader educational system.

The primary aim of the study is to compare the impact of parental involvement on student academic performance across low-, middle-, and high-income families. By analyzing patterns of involvement and their relation with academic success in different socioeconomic groups, this research seeks to identify both strengths and gaps in current educational support structures.

2. LITERATURE REVIEW

A comprehensive meta-analysis of 98 studies conducted between 2000 and 2017 explored the influence of parental involvement on students’ academic performance, regardless of socioeconomic background, as indicated by parents’ education levels (Tan et al., 2020). The analysis identified six key forms of involvement—such as setting academic expectations, providing learning support, and engaging in conversations about school—as positively associated with student achievement. More nuanced, less direct types of involvement had the strongest links to academic success, followed by activities based at home and in school. However, the study also found that certain strategies, including emphasizing academics and maintaining communication with teachers, were more effective when employed by parents with higher education levels. Interestingly, these approaches did not offer additional benefits for students whose parents had a college education compared to those whose parents had only completed high school. The impact of involvement was especially notable in language-related

subjects. The study concluded that although parental involvement generally supports academic success, its effects are influenced by socioeconomic status, meaning not all families benefit equally.

Benner et al. (2016) analyzed data from 15,240 tenth-grade students collected through the 2002 Education Longitudinal Study to investigate how four dimensions of parental involvement—namely home-based support, school participation, educational expectations, and academic guidance—correlate with students' academic performance and future educational goals. The study found that both parental involvement at school and high educational expectations were strongly associated with improved grades and long-term academic success. Notably, school-related involvement had a greater positive effect on students from lower socioeconomic backgrounds or those with lower academic achievement, whereas high-SES students and those with strong academic records benefited more from parental academic socialization, such as setting expectations and offering guidance. These findings suggest that strategies to engage parents should be adapted to address the specific needs of different student groups.

Gu et al. (2024) investigated how SES and family environment influence the academic performance of junior high school students in rural southwest China, with a focus on the mediating role of parental involvement. Drawing on data from a cross-sectional survey of 525 parents and employing SEM, the study found that both SES and family environment significantly affected students' academic outcomes. However, the family environment had a stronger influence overall. Parental involvement acted as a mediator in the relationship between SES and academic achievement, particularly by enhancing the impact of the family environment on student success. These results highlight the importance of improving home environments and promoting active parental participation to help mitigate the challenges faced by students from lower socioeconomic backgrounds.

Poon (2020) examined differences in academic performance across three core subjects among primary school students from low- and middle-socioeconomic backgrounds in Hong Kong, with a focus on variations in parental expectations, involvement, and student engagement. The study included 184 students from low-SES families and 165 from middle-SES families, all attending mainstream primary schools. The results revealed notable differences between the two groups in terms of parental expectations, levels of parental involvement, student engagement, and academic performance in Chinese and English. Furthermore, the study found that parental expectations and involvement, along with student engagement, served as mediating factors in the relationship between socioeconomic status and academic outcomes.

Sharma (2024) examined how different forms of parental involvement impact students' academic success, learning attitudes, and socioemotional development. The study reviewed various types of engagement, including communication with teachers, participation in school activities, and support with homework, evaluating their influence on student outcomes. Drawing from both empirical research and theoretical frameworks, the study emphasized the broad benefits of parental involvement across educational stages and socioeconomic groups. These benefits include increased motivation, improved self-esteem, and stronger family relationships. Additionally, the paper highlighted strategies to enhance parental engagement, such as educational workshops for parents, community outreach initiatives, and building collaborative partnerships between schools and families. It stressed the importance of fostering inclusive and supportive school environments that actively encourage parent participation.

Inoa (2017) conducted a qualitative study exploring how middle-class Latino parents engage in their children's education, using in-depth interviews with 21 participants. The findings revealed that these parents demonstrated strong academic involvement starting from the early years of schooling. Despite their middle-class status, they encountered many of the same barriers to engagement reported by lower-income Latino families, such as language obstacles, time constraints, and limited understanding of the school system. The study also traced how parental involvement evolved over time, showing a shift in both home- and school-based practices as children progressed through the education system. Additionally, the research shed light on parenting styles often associated with middle-class families, including an emphasis on fostering emotional well-being and supporting children's autonomy. Parents expressed a desire to balance academic expectations with their children's mental health, encouraging them to make independent choices in extracurricular interests and future career paths. These findings highlight the complexity and adaptability of parental involvement among Latino families navigating both cultural values and class-based expectations.

3. RESEARCH GAPS

While parental involvement is widely recognized as beneficial to student achievement, less attention has been paid to how these benefits vary across socioeconomic groups. Families from low-income backgrounds often face systemic barriers—such as “inflexible work hours, multiple jobs, limited educational resources, and lower levels of formal education”—that hinder their ability to engage fully in their children's education. These constraints can limit participation in common school activities, reduce time for academic support at home, and make navigating school systems more difficult. In contrast, high-income families typically have greater access to resources like private tutoring, extracurricular programs, and technology. They are also more likely to have flexible work schedules and higher educational attainment, enabling more confident and consistent involvement in school-related matters. This creates a disparity in the type and effectiveness of parental involvement across socioeconomic lines. Such differences raise important concerns about educational equity. Without

acknowledging these contextual challenges, efforts to promote parental involvement may inadvertently favor families already equipped to participate. To ensure fair access to the benefits of parental engagement, schools must recognize diverse forms of involvement and provide targeted support to families facing socioeconomic challenges. Doing so is essential for closing achievement gaps and promoting more equitable educational outcomes.

4. SIGNIFICANCE OF THE STUDY

The study holds considerable significance for a range of stakeholders—particularly educators, policymakers, and parents—as it sheds light on the nuanced relationship between “SES, parental involvement, and student achievement”. For educators, a deeper understanding of how socioeconomic factors influence the nature and extent of parental involvement can inform more inclusive and empathetic communication strategies. Acknowledging that certain families may encounter challenges like time constraints, language barriers, or unfamiliarity with how schools operate enables educators and school leaders to implement more adaptable and culturally sensitive strategies for family involvement. This approach helps create an inclusive environment where all families feel respected, supported, and actively included in the school community. For policymakers, the study’s findings offer valuable insights into systemic disparities that hinder equitable parental participation. This knowledge can guide the creation of policies and programs aimed at reducing these barriers—such as implementing parent outreach initiatives, offering flexible meeting times, or providing access to community resources that support family engagement in education. Parents, particularly those from marginalized or economically disadvantaged backgrounds, may also benefit from increased awareness of the different ways they can support their children’s education. Even when direct involvement is difficult, understanding that small, consistent efforts at home—such as setting expectations or encouraging school attendance—can make a meaningful difference empowers parents to play an active role in the academic journey of their children.

5. RESEARCH OBJECTIVES

The primary objective is to examine how the impact and nature of parental involvement on academic achievement of student vary across different socioeconomic groups (Low, Middle, and High-Income Families in India), and to explore how socioeconomic status shapes parents’ ability to engage in their children’s education. The study aims to identify disparities in parental involvement and provide insights that can inform equitable strategies to support all families in fostering student success.

3.1 Research Hypothesis

H₁: *There is a statistically significant difference in the level of parental involvement in their children's education across different socioeconomic status (SES) groups (low, middle, and high income) in India.*

Research Methodology

A quantitative cum cross-sectional design was employed to gather data at a specific point in time from various socioeconomic groups, aiming to analyze the relationship between “parental involvement and students’ academic performance”. The study utilized stratified random sampling, categorizing participants into low-, middle-, and high-income groups, and randomly selecting individuals within each group to ensure a balanced and representative sample. A total of 450 participants were included, based on the practical scope of the study. A semi-structured questionnaire was used for data collection; specially designed for parents, distributed through printed copies, online platforms (Google Forms), and face-to-face interviews for those with limited literacy in Haryana, India. The responses were analyzed using descriptive statistics, including means, frequencies, and percentages to provide a clear summary of the findings.

Table 4.1: Demographic profile of the respondents

<i>Category</i>	<i>Sub-category</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Student's Grade/Class</i>	6–8	150	33.33
	9–10	150	33.33
	11–12	150	33.34
Total		450	100
<i>Type of School</i>	Government	120	26.67
	Private	240	53.33
	Aided	90	20

Total		450	100
<i>Parent's Highest Education Level</i>	No formal education	40	8.89
	Primary school	60	13.33
	Secondary school	100	22.22
	Higher secondary	150	33.33
	Graduate or above	100	22.22
Total		450	100
<i>Family Monthly Income (in INR):</i>	Below ₹25,000 (Low)	40	8.89
	₹25,000–₹60,000	260	57.78
	Above ₹60,000	150	33.33
Total		450	100
<i>Occupation of the Parent(s)</i>	Unemployed	10	2.22
	Daily wage laborer	40	8.89
	Government employee	110	24.45
	Private sector employee	100	22.22
	Business owner	140	31.11
	Other	50	11.11
Total		450	100

Source: Researcher's own Calculations

The demographic profile of the 450 respondents in this study offers a comprehensive overview of the participants' educational, economic, and occupational backgrounds, which is essential in understanding the diverse socioeconomic contexts influencing parental involvement in student academic success. The distribution of students across different grade levels is evenly spread, with 150 students each from classes 6–8, 9–10, and 11–12, making up 33.33%, 33.33%, and 33.34% respectively. This equal representation ensures that the study captures insights from early, middle, and senior secondary education levels, allowing for comparative analysis across different academic stages. In terms of school type, a majority of the respondents (53.33%) attend private schools, while 26.67% are from government schools and 20% from aided schools. This suggests that a significant portion of the sample has access to privately managed educational institutions, which may reflect varying levels of parental expectations, resource availability, and school engagement opportunities. Looking at the educational background of parents, 33.33% have completed higher secondary education, making it the largest subgroup. This is followed by 22.22% who are either graduates or postgraduates and an equal percentage who have completed secondary schooling. Meanwhile, 13.33% of the parents have only completed primary education, and 8.89% have no formal education. This spread indicates a fairly diverse range of parental educational attainment, which can have a notable impact on their capacity to support their children academically, especially with tasks that require higher cognitive or language skills. Income distribution among the families reveals that one-third (33.34%) earn above ₹60,000 per month, while (57.78%) fall within the ₹25,000–₹60,000 range, which typically represents middle-income households. And only around 8.89% fall below ₹25,000, classifying them as low-income. The income diversity in the sample allows for an in-depth comparison of how financial stability or limitations affect parental involvement in education. Regarding parental occupation, the largest segment (31.11%) are business owners, followed by government employees (24.45%) and private sector workers (22.22%). Daily wage labourers represent 8.89%, and 2.22% of respondents are unemployed. An additional 11.11% fall into other occupational categories. This range reflects a broad occupational spectrum, potentially influencing both the time and resources parents can invest in their child's education.

6. ANALYSIS AND DISCUSSION

In this section a detailed analysis of the responses recorded from the parents is done.

Table 5.1: Descriptive statistics of the responses recorded about parental involvement using Likert scale

("1=strongly disagree (SD), 2=disagree (D), 3=neutral(N), 4=agree(A), 5=strongly agree (SA)")

<i>Statements</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>
1. I help my child with homework regularly.	124	246	30	40	10
2. I attend parent-teacher meetings.	169	162	33	54	32
3. I talk to my child about school activities and lessons.	156	232	26	27	9
4. I provide a quiet space and materials for studying at home.	172	264	2	11	1
5. I monitor my child's academic progress (marks, reports, etc.).	95	211	48	58	38
6. I encourage my child to read books or study beyond school materials.	154	263	5	17	11
7. I contact teachers when there are academic concerns.	162	147	46	45	50
8. I participate in school events or volunteer when possible.	216	137	43	24	30
9. I set academic goals or expectations for my child.	171	192	31	36	20
10. I support or fund extra tuition or coaching classes if needed.	213	121	24	63	29

Source: Researcher's own compilation

Table 5.1 reveals a strong pattern of parental involvement in various aspects of their children's education based on Likert-scale responses. Out of 450 respondents, 124 strongly agreed and 246 agreed that they regularly help their children with homework, while only 40 disagreed and 10 strongly disagreed. In terms of attending parent-teacher meetings, 169 parents strongly agreed and 162 agreed, though 54 disagreed and 32 strongly disagreed. A total of 156 strongly agreed and 232 agreed that they talk to their children about school, showing high engagement in daily academic discussions. For providing a quiet study space at home, 172 strongly agreed and 264 agreed, with just 11 disagreeing and 1 strongly disagreeing. When monitoring academic progress, 95 strongly agreed and 211 agreed, while 58 disagreed and 38 strongly disagreed. Encouraging learning beyond school materials was also high, with 154 strongly agreeing and 263 agreeing. Contacting teachers showed more mixed responses: 162 strongly agreed and 147 agreed, but 45 disagreed and 50 strongly disagreed. Participation in school events was supported by 216 strongly agreeing and 137 agreeing, while 24 disagreed and 30 strongly disagreed. For setting academic goals, 171 strongly agreed and 192 agreed. Lastly, 213 strongly agreed and 121 agreed that they support or fund tuition when needed, although 63 disagreed and 29 strongly disagreed.

Table 5.2: Percentages of the responses recorded about parental involvement using Likert scale

<i>Statement</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>
1. I help my child with homework regularly.	27.56	54.67	6.67	8.89	2.22
2. I attend parent-teacher meetings.	37.56	36	7.33	12	7.11
3. I talk to my child about school activities and lessons.	34.67	51.56	5.78	6	2

4. I provide a quiet space and materials for studying at home.	38.22	58.67	0.44	2.44	0.22
5. I monitor my child's academic progress (marks, reports, etc.).	21.11	46.89	10.67	12.89	8.44
6. I encourage my child to read books or study beyond school materials.	34.22	58.44	1.11	3.78	2.44
7. I contact teachers when there are academic concerns.	36	32.67	10.22	10	11.11
8. I participate in school events or volunteer when possible.	48	30.44	9.56	5.33	6.67
9. I set academic goals or expectations for my child.	38	42.67	6.89	8	4.44
10. I support or fund extra tuition or coaching classes if needed.	47.33	26.89	5.33	14	6.44

Source: Researcher's own calculations

Table 5.2 presents the statistics about parents' responses to ten key statements related to their involvement in their "children's education", measured using a five-point Likert scale. The results indicate generally high levels of parental engagement across most areas. A large majority of parents (over 82%) reported that they regularly help their children with homework, while only a small fraction (11%) disagreed or strongly disagreed. Similarly, discussions about school activities are common, with over 86% agreeing or strongly agreeing that they frequently talk to their children about their studies. This suggests strong home-based communication between parents and children regarding education. In terms of attending parent-teacher meetings, approximately 74% of parents reported doing so, although a notable 19% expressed disagreement, indicating that some parents may face barriers such as time constraints or lack of awareness. An overwhelming majority (over 96%) agreed that they provide a quiet study environment and the necessary resources at home, highlighting the importance parents place on creating conducive learning conditions. Monitoring academic progress received slightly lower agreement, with about 68% of parents actively tracking their children's performance, and around 21% disagreeing or strongly disagreeing—possibly due to challenges in accessing or interpreting school reports. Encouragement to engage in learning beyond school material was very high, with nearly 93% of parents in agreement, reflecting a culture of academic enrichment. When it comes to direct school interaction, such as contacting teachers, the responses were more mixed. While around 69% agreed or strongly agreed that they reach out to teachers when concerns arise, about 21% disagreed, indicating a potential gap in school-parent communication. Participation in school events also showed strong engagement, with nearly 79% agreeing, although 12% reported not being involved—likely due to work or logistical issues. Most parents (over 80%) also stated that they set academic goals for their children, reflecting high parental aspirations. Lastly, while 74% reported supporting or funding additional tuition or coaching if needed, about 20% disagreed, possibly due to financial limitations. Overall, the data reflects a strong commitment among parents to be involved in their children's education, particularly in areas within the home. However, lower engagement in school-related activities and additional academic support suggests that socioeconomic and situational factors may influence the type and extent of parental involvement. These findings underscore the importance of supporting and encouraging diverse forms of engagement to ensure all families can contribute meaningfully to their children's academic success.

When linked to income levels, these trends suggest a pattern: higher-income families likely engage more consistently in financially demanding or proactive involvement behaviors—such as funding tuition (74.22% agree or strongly agree) and participating in school events (78.44%)—compared to families from lower-income backgrounds, who may face structural and resource-based constraints despite being supportive. Thus, the variations in response strength across parental involvement indicators, when compared with income group distribution, provide evidence to support the hypothesis. Nonetheless, the descriptive analysis indicates a clear association between socioeconomic status and the nature and frequency of parental involvement, aligning with the research objective and hypothesis.

7. CONCLUSION AND SUGGESTIONS

The study, conducted in Haryana, India, aimed to examine "how parental involvement impacts student academic achievement across low, middle, and high-income families", and how socioeconomic status shapes this engagement. Employing a quantitative cross-sectional survey design, data was gathered from 450 participants, meticulously selected through stratified random sampling to ensure a representative sample across income groups. The research utilized a semi-structured questionnaire, administered through various methods to accommodate diverse literacy levels, providing a comprehensive

overview of parental engagement within the Indian educational landscape. The demographic profile revealed a diverse participant base, with an even distribution of students across secondary grade levels and a mix of private, government, and aided schools. Parental educational backgrounds varied significantly, from no formal education to postgraduate degrees, influencing their capacity for academic support. Crucially, the sample encompassed a broad spectrum of family incomes and occupations, providing the necessary stratification to analyze socioeconomic influences on parental involvement. Findings indicated generally high levels of parental engagement, particularly in home-based activities. A significant majority of parents (over 82%) regularly helped with homework, and over 86% frequently discussed school activities. Over 96% provided a quiet study environment and necessary resources, while nearly 93% encouraged learning beyond school material. These high rates underscore a strong commitment to fostering academic success within the home. However, engagement varied in school-related activities, suggesting socioeconomic influences. While 74% attended parent-teacher meetings, 19% did not, possibly due to time or awareness barriers. Monitoring academic progress was lower (68% agreement), and direct teacher contact showed mixed responses, with 21% disagreeing. Support for additional tuition, while high at 74%, also saw 20% disagreement, likely due to financial constraints. These disparities highlight how socioeconomic factors can limit certain forms of parental involvement. In conclusion, the study affirms a strong parental commitment to education in Haryana, India, but critically demonstrates that the *nature* and *extent* of this involvement are significantly shaped by socioeconomic status. While home-based support is widespread, engagement in school-related activities and external academic support is more susceptible to financial and logistical limitations. The findings underscore the imperative for educational institutions and policymakers to develop equitable strategies and flexible support mechanisms. By addressing these socioeconomic disparities, all families can be empowered to contribute meaningfully to their children's academic success, fostering a more inclusive and supportive educational environment.

Based on the findings, several key suggestions emerge to enhance “parental involvement and student academic success” across all socioeconomic groups in Haryana, India. Firstly, schools should implement flexible and diverse communication channels to engage parents. Given that time constraints and literacy levels can be barriers, offering digital platforms for updates (e.g., school apps, WhatsApp groups) alongside traditional printed notices and face-to-face interactions can significantly improve communication. Flexible timings for parent-teacher meetings, including evening or weekend slots, could also increase attendance, particularly for working parents. Secondly, tailored support programs are crucial for parents from lower socioeconomic backgrounds. Financial limitations are evident in the varying rates of support for additional tuition. Schools, in collaboration with government or NGOs, could explore offering subsidized or free remedial classes and coaching. Workshops on effective homework assistance and academic monitoring, especially for parents with limited formal education, could empower them with practical skills to support their children at home. These workshops could be offered in local languages and simplified formats. Thirdly, fostering stronger home-school partnerships is essential. Schools should proactively reach out to parents, not just when issues arise, but to celebrate successes and provide resources. Parent-school liaison officers could act as a bridge, understanding individual family challenges and connecting them with appropriate support. Creating parent-teacher associations that are genuinely inclusive and representative of all socioeconomic groups can also encourage greater participation and shared responsibility for student success. Finally, the study highlights the need for a holistic approach to parental involvement. Beyond academic support, schools should encourage parental participation in school events and decision-making processes, as this fosters a sense of community and shared ownership. Recognizing and celebrating diverse forms of parental engagement, whether it is ensuring a quiet study space at home or attending school functions, can motivate parents and strengthen their bond with the educational system. By adopting these customized and inclusive approaches, Haryana can work toward guaranteeing that all children—regardless of their family’s socioeconomic background—have access to meaningful and effective parental involvement in their education.

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