

## BEYOND THE CLASSROOM: HOW PARENTAL INVOLVEMENT SHAPES STUDENT ENGAGEMENT IN HIGH SCHOOLS

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### Abstract

The purpose of this study is to examine the role of parental involvement in high school students' engagement. A total of 260 students participated in this study and were selected using quota sampling. The *Parental Involvement Scale* was used to measure parental involvement, while student engagement was assessed using the *School Engagement Scale*. The collected data were analyzed using simple linear regression with SPSS. Statistical analysis revealed that parental involvement accounted for 26.3% of the variance in student engagement. The findings indicate a significant positive effect of parental involvement on student engagement. The study suggests that schools may facilitate psychoeducational programs targeted at parents. The purpose of such programs is to educate parents about the importance of parental involvement in enhancing students' level of engagement.

**Keywords:** Parental Involvement, Student Engagement, High School Students

### INTRODUCTION

The introduction School is a place where students acquire knowledge and skills, both in academic domains (such as formal lessons) and non-academic domains (such as extracurricular activities). Formal education serves a broader purpose in shaping personality and character, not merely as a means of learning. To achieve learning objectives, students are required to be actively involved, creative, independent, and possess critical thinking skills in order to contribute effectively to society. Therefore, a deeper level of student involvement in learning activities is needed, which in the educational context is referred to as student engagement.

According to Fredricks et al. (2004), student engagement is a condition in which students actively participate in learning activities, show interest in academic processes, and are motivated to achieve learning goals. Reeve (2012) described student engagement as a combination of behavioral, emotional, and proactive attitudes in learning activities. Students with high levels of engagement are not only physically present in class but also actively participate in discussions, show enthusiasm toward the material, and are motivated to achieve academic success.

Fredricks et al. (2004) classified student engagement into three main dimensions: 1) Behavioral engagement, which reflects students' participation in academic activities, such as persistence and consistency; 2) Emotional engagement, which represents students' emotional attachment to the learning process; and 3) Cognitive engagement, which refers to students' efforts to deeply understand materials and think critically.

Student engagement is an essential aspect for all learners. Students with high engagement tend to participate in class discussions, put effort into class activities, and demonstrate interest and motivation to learn (Reyes et al., 2012). Conversely, students with low engagement tend to be disruptive, lack aspirations for higher educational goals, achieve lower grades, and are at greater risk of dropping out of school (Reyes et al., 2012). Such students are also more passive, easily bored, anxious, or even frustrated during class (Reyes et al., 2012).

Unfortunately, not all students demonstrate high levels of engagement. Research conducted by Marks (2000) reported a decline in school engagement among high school students, estimating that between 40% and 60% of them are not actively involved in school. Hence, enhancing school engagement among high school students is of critical importance.

Given the significance of student engagement, it is essential to further examine the factors that influence it. One of these factors is parental involvement. Kotaman (as cited in Gurbuzturk & Sad, 2010) stated that active parental involvement can positively influence various educational aspects, including improving children's behavior and social adaptation, reducing disciplinary issues, and enhancing academic success.

The role of parents is particularly crucial in high school education, especially in fostering student engagement. Consistent parental support through communication, participation in school activities, and learning involvement at home has been shown to improve students' engagement levels (Furrer & Skinner, 2003).

According to Grolnick (2009), parental involvement consists of three categories: school involvement, personal involvement, and cognitive involvement. School involvement refers to parents' participation in school-related activities and their contribution to school life. Parents are expected to show their children the importance of schooling. Personal involvement involves parents' care and the positive relationships they build with their children and the school environment. Meanwhile, cognitive involvement requires parents to engage in activities that enhance their children's cognitive skills, such as reading books or discussing current issues.

Recent studies on parental involvement have expanded to examine its relationship with students' motivation and engagement (Gil, 2021). Literature reviews indicate a strong correlation between parental involvement and student engagement among secondary school students (Yang, 2022). However, some studies also suggest that as children enter high school, they tend to involve their parents less in their studies due to heavier academic workloads and the presence of more teachers (Kim, 2015). These findings indicate inconsistencies in empirical research addressing this issue. Therefore, this study aims to investigate the extent to which parental involvement contributes to high school students' engagement.

## METHOD

This study employed a cross-sectional design, in which respondents completed a self-report questionnaire. The cross-sectional design was chosen due to its efficiency in collecting data from a relatively large number of respondents within a limited time frame.

The participants in this study were high school students in Bandung. A total of 260 students were selected as respondents. According to Sugiyono (2017), an adequate sample size for research ranges between 30 and 500 participants. The sampling technique used was quota sampling, which involves selecting participants from the population who possess certain characteristics until the desired quota is achieved (Sugiyono, 2017).

Student Engagement was measured using the *School Engagement Scale* developed by Savitri et al. (2016), based on the theory of Fredricks et al. (2004). The scale consists of 29 valid items divided into three dimensions: 1) *Behavioral Engagement* (10 items; validity index = 0.253–0.612), 2) *Emotional Engagement* (10 items; validity index = 0.387–0.626), and 3) *Cognitive Engagement* (9 items; validity index = 0.359–0.594). Reliability analysis indicated that 1) the *Behavioral Engagement* dimension had a reliability coefficient of 0.685 (moderate reliability), 2) *Cognitive Engagement* 0.600 (moderate reliability), and 3) *Emotional Engagement* 0.648 (moderate reliability).

Parental Involvement was measured using the *Parental Involvement Scale* developed by Savitri et al. (2016), based on Grolnick & Slowiaczek's (1994) conceptual model. The instrument contains 21 valid items with validity coefficients ranging from 0.541 to 0.942 and an overall reliability score of 0.969, indicating high reliability.

Data were analyzed using simple linear regression analysis after conducting preliminary assumption tests, including normality, linearity, and heteroscedasticity tests. Additionally, a Chi-square test was performed to examine the relationship between sociodemographic variables and each dimension of student engagement.

## RESULTS AND DISCUSSION

### Result

A total of 260 students participated in this study, with the majority being female. Participants' ages ranged from 15 to 18 years, with most being 17 years old. The majority of students were from the social science track (*IPS*), participated in study groups, and had a high socioeconomic status.

Table 1.  
Demographic Characteristics of Participants

Characteristics	Frequency	Percentage
<b>Gender</b>		
Female	164	62.1%
Male	96	37.9%
<b>Age</b>		
15	15	5.8%
16	108	41.5%
17	135	51.9%
18	2	0.8%
<b>Academic Track</b>		
Science (IPA)	113	43.5%
Social Science (IPS)	147	56.5%
<b>Study Group Membership</b>		
Yes	198	76.2%
No	62	23.8%
<b>Socioeconomic Status</b>		
High	179	68.8%
Low	81	31.2%

Before testing the research hypothesis, normality, linearity, and heteroscedasticity tests were conducted. Results indicated that both variables were normally distributed, had a significant linear relationship, and showed no heteroscedasticity. Therefore, the data met the assumptions for simple linear regression analysis. The results of the simple linear regression analysis examining the role of parental involvement on student engagement are presented below.

Table 2.  
Simple Linear Regression Results of Parental Involvement on Student Engagement

Variable	B	Std. Error	R	R <sup>2</sup>	Sig.	$\alpha$	Description
Student Engagement	0.429	6.875	0.512	0.263	< 0.001	0.01	H <sub>0</sub> Rejected

Based on Table 2, there is a significant positive effect of parental involvement on student engagement. The R<sup>2</sup> value of 0.263 indicates that parental involvement explains 26.3% of the variance in student engagement among high school students.

### Discussion

This study aimed to examine the influence of parental involvement on the different dimensions of student engagement among high school students. Based on the results of the simple linear regression analysis, it was found that parental involvement had a significant positive effect on student engagement. The regression coefficient ( $\beta = 0.429$ ) indicates that higher levels of parental involvement are associated with higher levels of student engagement.

This finding suggests that when students perceive their parents as being actively involved—whether through participation in school activities, intellectual engagement at home, or expressing care and concern for their children’s academic experiences—they tend to show stronger emotional, cognitive, and behavioral engagement in school.

Students with high levels of behavioral engagement are characterized by perseverance, determination, and persistence in carrying out academic tasks. Emotional engagement reflects positive feelings during learning activities or while completing school assignments; students with high emotional engagement tend to display enthusiasm, enjoyment, and a positive attitude toward learning. Meanwhile, cognitive engagement involves mental investment and active thinking in learning activities—students demonstrating this type of engagement are attentive, focused, participative, and willing to put in extra effort to understand the material.

The results of this study are consistent with those of Bempechat and Shernoff (2012), who found that parental care and attention toward school activities help students better understand the importance of education in their personal development. Similarly, research by Becker & Epstein (1982) and Stevenson & Baker (1987) (as cited in Grolnick & Slowiaczek, 1994) demonstrated that parents’ contributions to school activities—such as communicating with teachers and participating in school events—help foster students’ positive attitudes toward school. Furthermore, when parents possess adequate knowledge of school assignments and students’ academic responsibilities, their involvement can positively influence students’ perceptions of difficult tasks and enhance their self-regulation strategies.

The present study found that parental involvement accounted for 26.3% of the variance in student engagement, indicating a modest but meaningful contribution. This relatively low level of influence may be attributed to the developmental stage of the participants, who are adolescents. Adolescence is a period characterized by identity exploration and increased influence from external social environments, such as peers and school contexts (Santrock, 2021). Thus, peer relationships and teacher support may also play crucial roles in shaping student engagement at this stage, beyond parental involvement.

Additionally, the Chi-square test revealed that gender was not significantly correlated with student engagement. This indicates that male and female students did not differ significantly in their levels of engagement. This finding contrasts with the study by Ratnaningsih, Prihatsanti, and Prasetyo (2018), which found significant gender differences, with female students reporting higher levels of engagement than males.

The results also showed that participation in study groups did not have a significant relationship with student engagement. This finding contradicts Nureki and Azis (2021), who reported that the existence of study groups positively affected learning outcomes, which can be seen as an indicator of engagement in learning.

Furthermore, socioeconomic status was found to have a positive correlation with student engagement. Students who perceived that their daily needs were met tended to report higher engagement levels. This may be due to the role of family economic stability in creating a supportive learning environment. Parents with higher socioeconomic status are more likely to provide adequate learning resources, such as books, internet access, and private tutoring, which can enhance students’ motivation and engagement in learning. This finding aligns with Selyanti (2021), who reported that parental socioeconomic status influences students’ academic performance. Although the effect was not statistically significant, it underscores the importance of economic factors in motivating student engagement.

## CONCLUSION

This study found a significant positive relationship between parental involvement and student engagement among high school students. Economic factors, particularly the fulfillment of students' daily needs, also influenced the level of engagement in learning activities. The findings highlight the importance of parental support through *school involvement*, *personal involvement*, and *cognitive involvement* in enhancing students' engagement—emotionally, cognitively, and behaviorally—in school. In addition, schools are encouraged to facilitate psychoeducational programs aimed at parents. The goal of these programs is to educate parents about the crucial role of parental involvement in promoting student engagement. Future studies are recommended to further examine the relationship between sociodemographic factors, particularly socioeconomic status, and student engagement. Moreover, it is suggested that future research explore other social environmental factors—such as peer and teacher influence—that may play a greater role in shaping engagement during adolescence. This study has several limitations. First, data were collected via online platforms and limited to several high schools in Bandung, which may not fully represent the broader population of Indonesian high school students. Second, the use of self-report questionnaires may have introduced social desirability bias, as participants might have provided socially acceptable responses rather than their genuine perceptions.

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