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**STRUCTURAL EQUATION MODELING APPROACH IN EXPLAINING THE
RELATIONSHIP BETWEEN PARENT INVOLVEMENT IN EDUCATION AND HIGH
SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT: MEDIATOR ROLE OF STUDY
MANAGEMENT AND PERCEIVED LEARNING**

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ABSTRACT

Determining the factors affecting students' success helps educational policy makers, educators and parents increase learning and improve academic achievement by development and implementation of educational, social and school programs. This study was performed aiming at providing an interactive approach to assess the effects of parent involvement on academic achievement. Regarding its objectives, this research is of correlation type, studied with structural equation modeling approach using LISREL8.80 and SPSS-22 software. The statistical population includes all the high school students in the city of Kashmar in 92-93 academic year. The number of samples in this study was estimated to be 375 individuals. Since the questionnaire of parent academic involvement was to be filled by parents, 375 parents (a parent, either father or mother)

of students included in the sample were considered as sample. The parental involvement questionnaire (based on parents' reports), the parental involvement questionnaire (based on students' reports), subscale of study management, Martin's motivation and educational involvement questionnaire, Perceived Learning scale, and academic achievement was used to collect information. In order to analyze research data, structural equation modeling was used to assess the hypothetical model.

The results showed that the proposed model has an acceptable fit to the data. Fitness indexes, including GFI (Goodness of Fit Index), AGFI (Adjusted Goodness of Fit Index), CFI (Comparative Fit Index), NFI (Normed Fit Index), IFI (Incremental Fit Index), NNFI (Non-normed Fit Index), RMSEA (Root Mean Square Error) were in a significant range. Additionally, trimming and modifying the model based on the modification indices indicated a better fit of the model.

Keywords: Parent Involvement, Academic Achievement, Study Management, Perceived Learning

INTRODUCTION

The family as the most fundamental social institution, besides interpersonal factors plays an important role in education and especially in students' academic achievement. In this regard, many researchers have constantly been performing numerous researches for comprehensive examination and identification of all aspects of individual and contextual factors affecting academic achievement. While teachers are focused on ways to promote students' academic achievement, the extent to which parent involvement is correlated with the academic outcomes especially in high school students, remains unknown.

Parent involvement includes parents' expectations of children's academic achievement, parents' communication with children about education and school issues, parents' communication with teachers about children, and parents' supervision at home (Sanghavi, 2010). National Coalition for Parent Involvement in Education (2002) defines involvement as parents working with teachers and students to create an environment that will increase learning both at home and at school. Ibanez, Kuperminc, Jurkovic, Perilla (2004) consider involvement as a form of social capital and it includes resources that support students' academic motivation and confirms the

importance of families' investment in education. Although the parent involvement was assumed as a one-dimensional construct, now researchers believe that it is better to consider involvement multi-dimensional in nature, because involvement includes a wide range of parents' behavioral patterns and educational activities. Identified aspects of the parent involvement includes family background, expectations, educational activities, learning activities at home and parent's contact with the school (Hong and Ho, 2005). Fredricks, Blumenfeld and Paris (2004) consider involvement as consisting of four components of the parents' educational expectations, parent-child communication, contact with the school and voluntary participation in school activities. Epstein (1995) believes parental involvement has six aspects of education, learning at home, voluntarily participation in school activities, decision making, social and communicative. Studies have shown that parent involvement in education affects academic achievement (Scott and Graves, 2011; Hong, Yoo, You and Wu, 2010; Easton, 2010; Sanghavi, 2010), improves achievement motivation (Tiffany, 2011; Ho, 2009; Bong, 2008); it has also been found that parent involvement is associated with students' academic involvement, especially with concern for

homework at home and positive attitude towards school (Hill, 2010; Hedvat, 2008; Chen, 2005); increases self-efficacy and positive expectations about academic capabilities (Adeyemo, 2005; Ramsey, 2004); improves students' academic adaptability and decreases behavioral problems (Tan and Goldberg, 2009; Kuperminc, Darnell and Alvarez-Jimenez). However, many studies have openly or implicitly shown that the different dimensions of the involvement have different impacts on educational outcomes of students. For example, when parents participate in school meetings, students are more involved in school activities, while if parents are in contact with school officials students' involvement decreases (Izzo, Weissberg and Kasprow, 1999). Marchant, Paulson and Rothlisberg (2001) reported that parent involvement in school and at home is related differently with the students' achievement motivation. In addition, studies show that with increase in students' age, parent involvement decreases; Epstein and Dauber (1991) found that parent involvement in primary schools is significantly higher than middle schools. Anderman and Maehr (1994) believe that the level of parent involvement and the following motivation will be reduced when students enter high school. As teachers

and tutors say, the number of students with lack of motivation, low interest and low effort in doing homework is growing, the social consequences of this lack of motivation is academic failure and gradual school drop-out that affects thousands of students every year (Cantley, 2005).

Although the relationship between parent involvement and student achievement has been widely studied, few studies have examined mechanisms by which parent involvement affects educational outcomes; therefore, it seems necessary to study the mechanisms that increase the future academic success and decrease the probability of experiencing academic failure in the future. Identification of such mechanisms allows us to expand programs involving parents that target these mechanisms, maximize the impact of parent involvement on academic performance, and increase the chance of further success (Keane, 2007). If there is a valid relationship between parent involvement and the educational outcomes of students, schools are responsible for increasing parent involvement. Commitments of the school and teachers should be extended toward parent confidence-building to help their children with homework. Through this confidence-building strategies parents can effectively

encourage children to involve more in learning and to value education at all levels (Tiffany, 2011).

Schools have realized the importance and value of the issue of parent involvement and encourage family for more involvement. For this reason, it is essential to understand what the purpose of involvement is and how it affects the education of students. Despite abroad and relevant studies and legislation such as the “No Child Left Behind Act” and “Head Start and Early Head Start” (2006), where legislators have expressed that each district or school that wants to receive funding from the central government must show that they have used methods to enhance the parent involvement in the children's education; the issue of parent involvement has received little attention or has not been attended to at all in Iran. Even most of studies performed abroad has been done about parent involvement and academic outcomes of students in primary schools, and study of the effects of certain types of involvement and its impacts on educational outcomes, especially in high school is a relatively new research field. This research is done to study the effects of the various aspects of parent involvement - from psychological aspects of perception and parents' beliefs to the behavioral aspects like

motivational activities - on Perceived Learning, study management and academic achievement **in the framework of the theoretical model of causal relationship between parent involvement and students' academic achievement with the mediator role of study management and Perceived Learning (Figure 1)**. By examining multiple

aspects of parent involvement, this research can provide a clear picture about how involvement and its aspects can help improve students' educational outcomes. In addition, the findings of this study can identify specific areas of involvement that need to be improved.

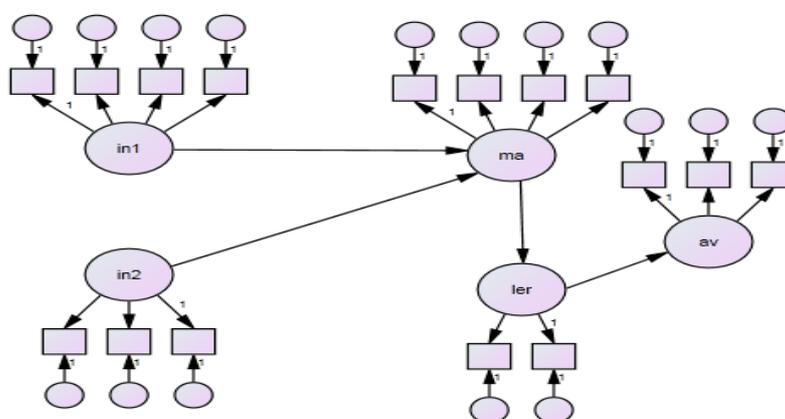


Figure 1: Theoretical Model of Causal Relationship between Parent Involvement and Students' Academic Achievement
 In 1: Parent Involvement Based on Parents' Reports, In 2: Parent Involvement Based on Students Reports, ma: Study Management, ler: Perceived Learning, av: Academic Achievement

METHODOLOGY

Regarding its objectives, this research is of correlation type, studied with structural equation modeling approach using LISREL and SPSS software. The statistical population of this research includes all the high school students in the city of Kashmar in 91-92 academic year. The number of samples in this study was estimated to be 375 individuals and 10 high schools (5 high schools for boys and 5 high schools for girls) and 2 grades in each high school were selected randomly using cluster sampling.

Since the involvement in education questionnaire was filled by parents, 375 parents (one parent, either father or mother) of students included in the sample were considered as sample.

Research Tools

- Academic Involvement Questionnaire (parent version): Academic involvement questionnaire was used to measure the parent involvement. This questionnaire is used in the studies by Fan and Williams (2010) and its validity and reliability is reported to be good. The questionnaire has 42 items and

measures 8 subscales. Questionnaire items are rated and scored on Likert scale of 3, 5 and 7 degrees that varies with respect to subscales. Cronbach's alpha coefficient of different scales in Fan and Williams (2010) was reported in the range of 0.71 to 0.77.

In this study, the four subscales of recommendations Parental advising), parent participation in extracurricular school activities, Parent participation in school functions and Parent-school communication concerning students' school problems were used. After the application of modification indices and removal of question 3 ($\chi^2 = 465.78$, $df = 172$, $p < 0.01$, RFI = 0.92, IFI = 0.96, NFI = 0.94, CFI = 0.96, GFI = 0.90, RMSEA = 0.068) indices of confirmatory factor analysis show fitness of the model.

- **Academic Involvement Questionnaire (student version):** Paulson's academic involvement questionnaire (1994) with 22 items was used to measure student academic involvement. Items are graded on a scale of 5 degrees from strongly disagree (1) to strongly agree (5). Higher scores indicate higher degree of academic involvement. The results of Paulson's exploratory factor analysis (1994) confirmed three-factor structure of values of progress, interest in school work and involvement in school functions. Paulson (1994) reported

Cronbach's alpha coefficient in the range of 0.81 to 0.85. Indices of confirmatory factor analysis ($\chi^2 = 379.97$, $df = 145$, $p < 0.01$, RFI = 0.94, IFI = 0.94, NFI = 0.91, CFI = 0.94, GFI = 0.90, RMSEA = 0.068) show fitness of the model.

- **Study Management:** The subscale of study management of Martin's motivation and academic involvement questionnaire (2007) was used to measure the study management. The subscale of study management has four items that is scored on a 7 degree Likert scale from strongly disagree to strongly agree. Indices of confirmatory factor analysis ($\chi^2 = 27,182.85$, $df = 847$, CFI = .98, RMSEA = .038) show full fitness of the model. The mean of Cronbach's alpha coefficients for the subscales of the questionnaire was 0.79. In addition, in this study indices of confirmatory factor analysis ($\chi^2 = 10.88$, $df = 7$, $P > 0.05$ IFI = 1, NFI = 0.99, CFI = 1, RFI = 0.98 GFI = 0.99, RMSEA = 0.039) also indicate full of the fitness model.

- **Perceived Learning Scale:** The two subscales of specific Perceived Learning (learning in the field) and the overall learning was used to measure the Perceived Learning. The 6-item scale (Alavi, 1994) was used to measure specific Perceived Learning. Items are graded on a 5 degree Likert scale from strongly disagree (1) to strongly agree (5).

This subscale has been used in several studies (Alavi, 1994; Alavi, Yoo and Vogel, 1997; Arbaugh, 2000). The subscale of overall learning (Marks, 2000) has two items, the indices of reliability and validity are approved in Marks (2000) ($\alpha = 0.79$, $\rho_{vc}(n) = 0.64$, $\rho = 0.78$). After the application of modification indices and removal of question 1 ($\chi^2 = 13.89$, $df = 10$, $p > 0.05$, $IFI = 0.98$, $NFI = 1$, $CFI = 1$, $GFI = 0.99$, $RMSEA = 0.03$) indices of confirmatory factor analysis show full fitness of the model.

- **Academic Achievement:** The students' final score in three courses in terms of their field of study was considered as an indicator of academic achievement. Three lessons of chemistry, physics and Islamic vision for students of Mathematics; biology, chemistry and Islamic vision for students of Natural Sciences; and geography, history and Islamic vision was considered for the students of Humanities. For data analysis, structural equation modeling was used to assess the hypothetical model.

Findings

From the total of 375 students, 46.67% were girls and 53.33% boys, and from the total of 375 parents, 38.4% were female and 61.6% male. Students aged between 15 to 18 years with a mean age of 15.99 ± 0.88 , and parents aged between 38 to 55 years with a mean age

of 43.56 ± 3.91 . From the total of 375 students, 36.00% were 15, 32.00% were 16, 28.8% were 17 and 12.00% were 18 years old; and from the total of 375 parents, 12.8% were under 40, 61.87% were between 35-40, 20.27% were between 46-50, and 5.06% were over 50 years old.

Before data analysis, research variables were screened for possible violations of coding, statistical assumptions, lost sizes and outliers. After determining the lost sizes and elimination of outliers, one of the proposed methods for working with outliers and lost sizes is to replace the average (average (Meyers, Gamst, Guarino, 2012)). After replacement and adjusting the poor data using LISTwise¹ method, data normality assumption was tested using Kolmogorov-Smirnov Test. Stevens (2002, quoted by (Meyers, Gamst, Guarino, 2012).) believes statistical significance of this index to be in the ideal alpha level of 0.01, indicating a violation of the univariate normality.

The variables that were in violation of the normality assumption were converted. In this study, the conversion of non-normal data was based on log10. After the data conversion, scatter diagrams were examined to determine the linear relationships between variables.

¹ Listwise Deletion Method: This method shows statistical indices by deleting individuals that have a missing value in a variable.

Although scatter diagrams were not perfectly oval, the linearity was satisfactory.

Since the basis for analyzing causal models is correlation, the correlation matrix and descriptive indicators of variables including mean and standard deviation are presented in Table 2.

Based on the results of the table most of the calculated correlations between variables are positive and significant. The highest calculated correlation was related to the components of selection and concentration ($p < 0.01$ and $r = 0.54$).

Structural equation modeling was used to examine fitness of the conceptual model with the research data. The maximum likelihood method was used to estimate the model and from among the goodness of fit indices, Chi-square Index (χ^2), Chi-square Index on the degree of freedom (df/χ^2), Goodness of Fit Index (GFI), Comparative Fit Index (CFI), Normed Fit Index (NFI), Adjusted Goodness of Fit Index (AGFI) and The Root Mean Square Error of Approximation (RMSEA) were used for the fitness of the model. Model fitness indices are presented in Table 3.

In the proposed model, s to examine the fitness of the overall pattern, the results of the Chi-square test suggests that there is little coordination between the proposed and the observed model ($p < 0.01$ and $df = 100$ and

$\chi^2 = 226.10$). Therefore, the null hypothesis about the fitness of the model is rejected by the data. The GFI (0.93), AGFI (0.90), CFI (0.94), IFI (0.94), NFI (0.89) and NNFI (0.92) show the fitness of the model. RMSEA with value of 0.052 also shows that pattern has an almost acceptable fit with the data. Path coefficients of theoretical model and exogenous and endogenous variables path coefficient are provided in in Figure (2 A) and Table (4-6) respectively.

According to the data in Figure (2 A), the direct effect of parent involvement in education based on parents' reports on students' study management is positive and significant ($\beta = 0.27$). The direct effect of parent involvement in education based on students' reports on students' study management is also positive and significant ($\beta = 0.27$). Moreover, the table shows that study management positively and significantly affects student's Perceived Learning ($\beta = 0.17$). Student involvement in education also affects academic achievement positively and significantly ($\beta = 0.58$).

The indirect effect of parent involvement in education based on parents' reports on student involvement in education through academic motivation ($\beta = 0.63$) and on academic achievement through motivation and involvement in education ($\beta = 0.26$) is

positive and significant. The indirect effect of parent involvement in education based on students' reports on student involvement in education through academic motivation ($\beta=0.14$) and on academic achievement through motivation and involvement in education ($\beta=0.06$) is positive and significant. The indirect effect of academic motivation on student academic achievement through student involvement in education is positive and significant ($\beta=0.34$).

In the last stage, trimming and modification of the model was performed based on modification indices. By selecting the model modification indices (MI) LISREL made suggestions about connecting the error path of selection component and concentration of study management; this modification reduces 58.81 from the value of χ^2 and therefore is closer to the fitted model. After modification output had better fitness indices than prior to modification. According to the new fitness

indices, although the results of χ^2 test showed a significant reduction, still there was no fitness between the proposed and the observed pattern ($p<0.01$ and $\chi^2_{(92)}=164.57$). The value of GFI was equal to 0.95, AGFI was 0.93, CFI was 0.97, NFI was 0.91, IFI was 0.97, NNFI was 0.96 and RMSEA was 0.042 and all showed good fit of the model to the data. Moreover, the findings showed that 12 percent of the variance in study management is explained through parent involvement in education based on parents' reports and parent involvement in education based on students' reports. Parent involvement in education based on parents' reports, parent involvement in education based on students' reports, and study management explain 9 percent of variance in Perceived Learning. 34 percent of the variance in academic achievement can be explained by the predictor variables too.

Table 1. Kolmogorov-Smirnov Statistics to Determine the Normality Assumption

Variable	Statistics	Significance	Variable	Statistics	Significance
Parent Recommendations (Advices)	0.050	0.025	Selection	0.053	0.014
Parent Participation in Extracurricular Activities	0.050	0.025	Precision	0.051	0.021
Parent participation in school functions	0.043	0.098	Concentration	0.056	0.006
Parent-school communication concerning students' school problems	0.043	0.098	Learning in the Field	0.083	0.000
Achievement Values	0.047	0.048	Overall Learning	0.055	0.009
Interest in School Work	0.038	0.20	First Course	0.058	0.004
Involvement in School Work	0.110	0.000	Second Course	0.065	0.001
Organization	0.053	0.014	Third Course	0.050	0.025

Table 2: Research Variables Correlation Matrix

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	1															
2	0.20**	1														
3	0.12*	0.15**	1													
4	0.09	0.04	0.04	1												
5	0.07	0.02	0.007	0.05	1											
6	0.02	0.07	0.09	0.05	0.22**	1										
7	0.03	0.08	0.02	0.06	0.28**	0.53**	1									
8	0.19**	0.15**	0.06	0.04	0.06	0.09	0.15**	1								
9	0.15**	0.08	0.005	0.01	0.09	0.08	0.11*	0.58**	1							
10	0.11*	0.14**	-0.009	0.05	0.06	0.13**	0.14**	0.53**	0.51	1						
11	0.12*	0.005	-0.05	0.007	0.07	0.14**	0.13**	0.38**	0.66**	0.33**	1					
12	0.09	0.24**	0.11*	0.11*	0.08	0.09	0.19**	0.20**	0.06	0.15**	0.06	1				
13	0.12*	0.21**	0.10*	0.06	0.05	0.19**	0.23**	0.23**	0.12*	0.20**	0.17**	0.63**	1			
14	0.14**	0.10*	0.15**	0.16**	0.09	0.11*	0.14**	0.08	0.07	0.13**	0.15**	0.33**	0.32**	1		
15	0.02	0.06	0.06	0.12*	0.12*	0.05	0.15**	0.02	0.09	0.07	0.03	0.24**	0.21**	0.46**	1	
16	0.12*	0.15**	0.09	0.12*	0.10*	0.012*	0.09	0.09	0.06	0.08	0.11*	0.27**	0.42**	0.56**	0.42**	1
X	12.27	12.40	9.08	6.00	29.09	16.96	27.24	4.5	5.87	4.67	5.88	21.23	7.09	17.15	14.30	16.78
SD	3.98	4.21	4.06	3.00	5.70	3.89	4.87	1.88	1.68	1.84	1.49	5.02	21.2	1.91	2.20	2.09

1. Parent Recommendations (Advices) 2.Parent Participation in Extracurricular Activities 3. Parent participation in school functions 4. Parent–school communication concerning students’ school problems 5.Achievement Values 6.Interest in School Work 7.Involvement in School Work 8.Organization 9.Selection 10.Precision 11.Concentration 12.Specific Learning 13. Overall Learning 14.First Course 15.Second Course 16.Third Course

Table 3: Model Fitness Indices

No.	Test	When the model is fit?	Value in Model	Result
1	χ^2	Not Significant	226.10	Reject
2	GFI	Equal to or greater than 0.9	0.93	Fit
3	AGFI	Equal to or greater than 0.9	0.90	Fit
4	CFI	Greater than 0.9	0.94	Fit
5	IFI	Greater than 0.9	0.94	Fit
6	NFI	Greater than 0.9	0.89	Almost Fit
	NNFI	Greater than 0.9	0.92	Fit
7	RMSEA	Less than 0.05	0.058	Fit

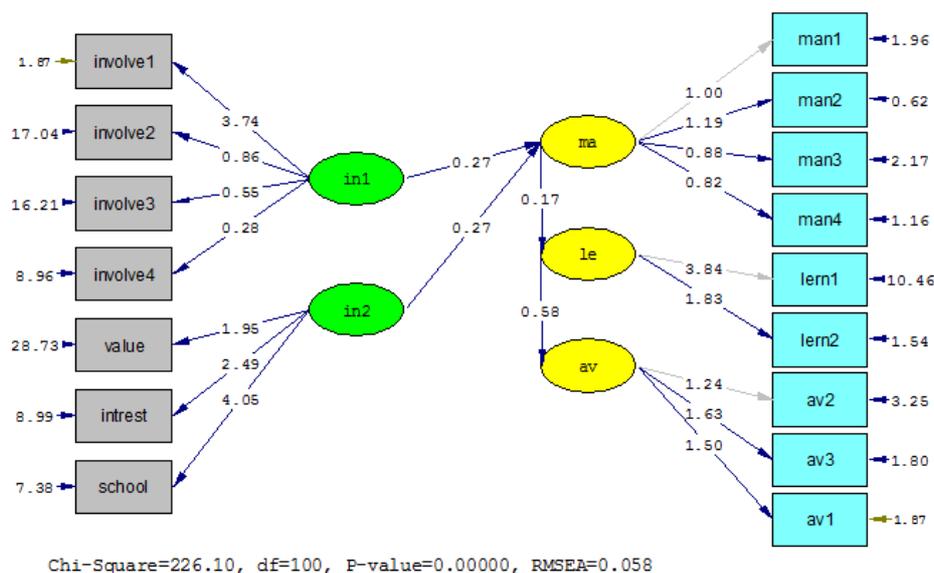


Figure 2: Path Diagram and Standardized Parameters of Fitted Model in Predicting Academic Achievement
In1: Parent involvement based on parents’ reports with 4 factors of parents’ recommendations (advices), parent participation in child’s extracurricular activities, Parent participation in school functions and Parent–school communication concerning students’ school problems. **In2:** Parent involvement in education from student’s point of view with 3 factors of value for school, parent participation in school activities and involvement in doing homework. **Man:** Study management with 4 factors of organization, selection, precision and concentration. **Le:** Student learning with 2 factors of specific and overall. **Av:** Academic achievement in 3 courses

Table 4: Exogenous and Endogenous Variables Path Coefficient

Predictor		Criterion	β	se	t	p
Direct Effects	parent involvement in education based on parents’ reports	Study Management	0.27	0.08	3.58	<0.01
	parent involvement in education based on students’ reports		0.27	0.08	3.27	<0.01
	Study Management	Perceived Learning	0.17	0.05	3.40	<0.01
	Perceived Learning	Academic Achievement	0.58	0.08	6.95	<0.01
Indirect Effects	parent involvement in education based on parents’ reports	Perceived Learning from Study Management Path	0.05	0.02	2.53	<0.05
	parent involvement in education based on students’ reports	Perceived Learning from Study Management Path	0.05	0.02	2.41	<0.05
	parent involvement in education based on parents’ reports	Academic Achievement from Study Management and Perceived Learning	0.03	0.01	2.43	<0.05
	parent involvement in education based on students’ reports	Academic Achievement from Study Management and Perceived Learning	0.03	0.01	2.33	<0.05
	Study Management	Academic Achievement from Perceived Learning Path	0.35	0.07	5.18	<0.01

DISCUSSION AND CONCLUSION

Research findings show that the relationship between parent involvement in education

based on students’ point of view or based on parents’ reports has been studied, but few researches examined the impact of these two

factors simultaneously student academic achievement; this study is done to fill this research gap and to design and evaluate the causal model of academic achievement based on the effects of parent involvement in education and the mediator role of Perceived Learning and study management.

The research findings support a relationship between parent involvement in education and study management. The results showed that there is a positive relationship between parent involvement in education and study management. Zimmerman (2008) and Pintrich and Garcia (1991) argue that planning, management and perseverance are the three main strategies in self-regulatory learning viewpoint. Researches show that students with high levels of involvement in education, including study and time management, planning, valuation for school, and goal-oriented approach, report higher levels of enjoyment of learning and their learning is more significant than the students without involvement in education (Deneen, 2010; Voke, 2002; Hancock, Betts, 2002). Time management by parents ensures that student dedicates part of his/her time to do homework at home; moreover, parents can model positive attitudes and behaviors by showing positive attitudes towards homework and doing homework in a time

similar to the time when the child does homework. In addition, parents manage working pressure of doing homework by encouraging children to spend time on more complex tasks and drop the easier ones to the end of the session (Cooper and Gersten, 2002). Smiley and Dweck (1994) also believe that students who manage their learning and studying process and less waste their time, become more involved in the learning process and have stronger beliefs in the ability to have academic success.

In addition, the findings of this study showed that there is a significant and positive relationship between study management and academic achievement. The researchers believe that the time spent on homework, amount of study and hours of class attendance are considered predictor indicators of involvement in education and higher average scores (Pascarella and Terenzini, 2005). The findings of Grave (2010) showed that attending classes, study time and work with the teacher has a positive effect on the scores of the students. According to studies, students who manage their time well and spend less time in leisure activities such as watching TV, going to movies, playing video games and going out with friends, have better academic performance (Brint, S., Cantwell, 2008).

Additionally, findings of the present research about on the relationship between parent involvement and Perceived Learning, and the relationship between Perceived Learning and academic achievement is in line with many of the findings of conducted researches. The findings suggest that by providing a lingual, writing, reading stimulating environment and supporting homework and educational materials at home, parents can have an important contribution to the student Perceived Learning (Clark, 2007). Increased parent involvement at home creates an environment that is more helpful to learning and improves the school-house connection; these changes lead to greater accountability of schools and parents and will benefit future academic achievement of students. When parents show interest in the child's learning and convey the idea that they benefit from their child's learning, they provide a support system at home that supports child's academic learning and enhances valuation for school. By providing such an emotional support system, parents provide a basis for child's socialization-motivational activities for learning (Gonzales de-Hess, Williams and Don Haulbin, 2005). Cantley (2005) believes that emotional supports provided by parents (such as doing things to help the child experience the feeling of competence,

ability or being important) is essential for a child's academic performance. Mendoza (2003) believes that providing first-hand learning experiences and involving students in learning activities in an effective way by parents causes the students to be motivated to learn more and to value education at all levels more.

The findings of this study also confirmed the moderator role of Perceived Learning and study management in the relationship between parent involvement in education and academic achievement of students. Researchers believe students' understanding of their motivation, ability and self-competence adjusts the effect of family and environmental structure on learning and academic achievement (Gonzalez-De Hes et al., 2005). Attitudes, feelings, values and beliefs of the parents about the value of school and education enters child's mind at the deepest level and promote the child's motivation. Promoting child's motivation through parents' positive attitudes and values benefits children to succeed in the classroom and in the whole life (Mendoza, 2003).

Spera (2006) believes that parents' educational beliefs that are considered as cognitive and non-behavioral aspects of academic socialization process of children in their academic development process, model

the ways through which parents help their children to internalize the importance and values related to education and learning. When students find out their efforts and academic success is very valuable for their parents, they give a high priority to try and use their ability to earn higher grades (Gonzalez-De Hes et al., 2005). With the transfer of parents' educational beliefs, attitudes, expectations, and values to the minds of students and combination with students' values and decisions, it is more likely for them to be interested in learning and be persistent in pursuing future goals. In addition, many researchers (Ferla, Valcke and Schuyten, 2009; Richardson, 2011; Yip, 2009) believe students' self-confidence in terms of education and in terms of control over Perceived Learning affects not only the strategies that people use when reading up, but the whole process their academic achievement.

In summary, the findings of this study emphasize the importance of parents' connection and intervention in students' academic activities. This shows that both teachers and parents are able to be together in order to provide the necessary support in this regard and to benefit of the students. Accompaniment of parent-teacher expands organizations involved in students'

academic achievement and success and draws teachable moments to places where teachers are not able to go - that is student's home. When involvement organizations in learning were created, the relationship between the triangle of parents, children and teachers learning leads to more opportunities in the process of teaching and learning. The participation of parents, teachers and students helps create social change through breaking the barriers of enmity, and forms positive working relationships for learning in the whole lifespan. When parents are involved in students' school activities, they strengthen the link between school and home, provide appropriate learning environment for children, manage doing homework by children, and show that they value their children's education and learning. The possible outcome of this involvement is that students choose higher educational goals and feel a better self-confidence about the ability to make progress in achieving educational goals. It seems that the parent-school involvement both in terms of behavior and education benefits the child through promoting child's awareness and control over his/her behavior. In fact, by involving in child's academic activities and the required management and organization to do

homework, parents provide more opportunities for children to learn. Parent-school or parent-teacher relationship helps teachers and parents have a better understanding about children's needs, teachers know more about the details of parents' support of children at home, parents gain the knowledge necessary about the challenges faced by their child at school and obtain the necessary information on ways to help their children. In addition, opportunities for school-home connection leads to bilateral cooperation and interaction about various aspects of student's growth, identification of the child's strengths and weaknesses, educational ability and his gradual progress. However, this study has some limitations. This is a cross-sectional study and the need to conduct longitudinal studies to examine specific aspects of the involvement and its relationship with motivational, educational and academic components is felt. Moreover, despite efforts to take the multidimensional nature of involvement into account, because parent involvement is wide scope, some other dimensions such as parents' expectation or desires, family rules and socio-economic base may be neglected. Other limitations of this study include lack of control over variables affecting academic achievement

such as intelligence, participation of students in educational activities outside of school such as university entrance preparation classes, teachers' perceptions and beliefs and limitations of family structure (parents' sexual orientation, families with single parents). According to the present research findings and the role of parent involvement in education in creating student involvement in education followed by academic success, it is recommended that parents get familiar with various aspects of the involvement and the effect of these different aspects on academic achievement with appropriate knowledge and strategies. In addition, based on the findings and the importance given to the issue of involvement in advanced countries, other educational professionals such as school officials, education officials and even authorities in the Ministry of Education should pay more attention to the issue of involvement and provide strategies to increase involvement, required educational policies and support resources to promote this process. Moreover, holding conferences on parent involvement in schools, requesting and encouraging parents to participate in school gatherings and providing research facilities and support resources to achieve this important issue is among the tasks of educational practitioners.

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