INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT

OPEN ACCESS JOURNAL

Vol 13, Issue 3, (2024) E-ISSN: 2226-6348

Mediating Effects of Parental Involvement on Organizational Culture and Students' Academic Performance

Wang Qian, Adejare Yusuff Aremu

School of Business, Management and Technology, ALFA University College, Malaysia

To Link this Article: http://dx.doi.org/10.6007/IJARPED/v13-i3/22541 DOI:10.6007/IJARPED/v13-i3/22541

Published Online: 31 August 2024

Abstract

Parental involvement in school plays a significant role in children's academic school functioning. This study aims to measure the influence of organizational culture on high school students' academic performance in Chian mediated by parental involvement. This study employed a quantitative survey methodology, utilizing Google Forms questionnaire designed on a Likert scale ranging from 1 to 7. The survey was distributed to 162 high school students selected through simple random sampling. Before proceeding with data analysis, the questionnaire's validity and reliability are assessed initially. Structural Equation Modeling (SEM) using Smart-PLS software is employed for analyzing and interpreting the data to address the formulated research questions and hypotheses. The results of this study shows that organizational culture has relationship with parental involvement and students' academic behavior. (1) Participative Decision-Making Progress culture and Innovation Orientation culture have positive effect on parental involvement to enhance students' academic performance in high schools; (2) Achievement Orientation culture has no significant positive impact on parental involvement to enhance students' academic performance in high schools; (3) Parental involvement acts as a mediator in the relationship between organizational culture and students' academic performance. Thus, it is recommended education institutions foster a culture of innovation and decision-making participation culture to create a supportive learning environment that boosts the engagement of both parents and students, which in turn leads to better academic performance.

Keywords: Parental Involvement, Organizational Culture, Students' Academic Performance, High School.

Introduction

According to Purwanto (2023), schools and other educational institutions require an environment that fosters continuous positive growth and supports global competitiveness in human resources. Schools need to demonstrate flexibility in order to adeptly respond to evolving situations and contexts. Schools need to embody a genuine organizational culture (Dongjiao, 2022). The structure of schools as organizational cultures is crucial for educational institutions operating in rapidly changing and unpredictable environments. The organizational

culture possessed by schools transforms into intellectual capital, swiftly emerging as a new symbol that defines the value of a school. Relying solely on traditional productive assets like buildings, structures, land, and other tangible resources is no longer the primary investment focus for the future (Norman, Paramansyah & Abdan, 2022). In the future, valuable and sustainable assets will primarily consist of intangible assets, specifically the organizational culture possessed by schools.

The relationship between parental involvement and academic achievement was found to be consistent across different grade levels (Wilder, 2023). Parental involvement is considered an essential element of a school's culture. Given that student achievement is a key component reflecting a school's value (Goodall & Montgomery, 2023), parental involvement plays a significant mediating role between student achievement and school's organizational culture. This study seeks to understand the roles of organizational culture in students' academic performance mediated by parental involvement in the context of high schools in China.

This paper consists of five main sections. Section 1 gives a brief introduction about this study's background and construction. Section 2 provides a concise overview of the literature review, highlighting the three tyles of organizational culture typically processed by high schools. Section 3 outlines the research methodology, including details on data collection and analysis procedures. Section 4 discusses the analysis and presents the findings. Finally, Section 5 concludes with a comprehensive discussion focusing on the implications for high school students in the study.

Literature Review

Parental Involvement Parental involvement is frequently examined in elementary school settings (Wilder, 2023). Nevertheless, research shows that parental involvement continues to significantly influence outcomes for secondary students (Jeynes, 2024). Despite the extensive literature on parental involvement, most frameworks emphasize activities that may not be applicable to middle and high school students. Research has shown that discussions between parents and children about how education can impact their future are supported in terms of academic achievement (Zhao, Ye & Gao, 2021). These findings align with previous research that illustrates the beneficial impact of home-based activities and structures (Izzo et al., 1999; Wang et al., 2014).

Also, schools with different organizational cultures have varying expectations regarding parental involvement in their children's education. Previous research shows several factors, such as language, parent cliques, parents' education, attitudes of the school staff, cultural influences, and family issues, affected parental involvement (Yulianti & Denessen, 2022). A school culture driven by innovation promotes parental involvement in their children's campus activities (Hong, 2021), while a school culture emphasizing achievement encourages parental engagement in their children's home learning (Marschall & Shah, 2020). Thus, this study considers parental involvement as a mediate variable affecting school's organizational culture and students' academic performance.

School's Organizational Culture The organizational culture of schools plays a crucial role for educational institutions functioning within various environments (Lubis & Hanum, 2020). Organizational culture can be broadly characterized as a network of shared values among

employees, a collection of underlying assumptions ingrained within the organization, and a defining characteristic that sets one organization apart from another (Azeem, 2021). Previous studies have also indicated that organizational culture in educational institutions encompasses support from management, fostering a collaborative environment, defining achievement criteria and organizational culture type, promoting innovative approaches, encouraging supportive and structured leadership, involving students in decision-making (Kuruuzum et al., 2005; Zhu & Engels, 2014; Caliskan & Zhu, 2020). Building upon existing literature, this paper examines the influence of organizational culture of high school education institutions on students' academic performance mediated by parental involvement, focusing on aspects such as innovative orientation (IO), achievement orientation (AO), and participative decision-making (PDM).

School's Innovative Orientation Culture (IO) Research indicates that to enhance organizational performance, a thorough examination of values, beliefs, and behavioral norms is essential, particularly as innovation culture incorporates values conducive to embracing new ideas (Scaliza,2022). Past studies have also identified various barriers to innovation, such as absence of a unified vision or strategy, inadequate organizational commitment, production pressures, hierarchical structures, managerial oversight, heavy workloads, negative attitudes, limited freedom or autonomy, and insufficient recognition (Fuad, Musa & Hashim,2022). Arsawan (2022), points out is also about the positive relation between organizational culture and educational innovation. School culture that supports innovation should be developed and encouraged extensively to meet the need for quality improvement in the curriculum and the desire to produce students with 21st-century competency skills (Fuad,2022). Consequently, investigating the correlation between school's innovations offers valuable insights for researchers and policymakers.

School's Achievement Orientation Culture (AO) During the past decade, research has shown that school's culture of achievement orientation is linked to their stuff and students' personal beliefs and behaviors, including teachers and leaders' instructional methods with students (Khong et.al,2023). This especially applies to a school's achievement goal orientation by Dickhäuser (2021), which determine schools' own culture of learning and teaching. Educators aim for students to achieve success both personally and academically. Research by Alhadabi and Karpinski (2020), shows that achievement orientation goals can facilitate academic achievement. Kim, Mok and Seidel (2020), indicated that parental engagement is linked with school culture and immigrant students with achievement-related motivation. Thus, it is necessary to provide insights into how working conditions are connected to schools' achievement orientations, and understanding these connections can inspire school changes that enhance parents as well as students' motivation.

Participative Decision-making Culture (PDM) Decision-making is considered a crucial element of educational administration (Geurts, 2024). The decision-maker's identity, whether an individual, specific groups within the organization, or the entire organization is crucial in the decision-making process. In organizations with a mechanical structure, decisions are typically made by executives, whereas in organic structures, decision-making involves the entire organization (Ibeh et.al,2024). Decision-making holds critical importance in educational institutions and other organizations alike, which made up of many groups including administrators, teachers, students, parents, and shareholders. Research indicates that

individuals' willingness to participate in decision-making varies due to multiple influencing factors (Beytekin & Kılıç, 2021). Acton (2021) suggests that school administrators are primarily influenced by assistant principals, senior education administrators, and teachers during the decision-making process. Some studies in the literature investigate the outcomes of participative decision-making, which indicates that empowering teachers to participate in decision-making enhances school cohesion and improves student performance (Maral, 2022). Most previous studies have focused on teacher participation in the decision-making process. This study, however, focuses on students as the collective beneficiaries of school education, exploring their involvement in the decision-making process. Based on previous theoretical analysis, and conceptual framework of the research, the research framework (Figure 1) and hypotheses of the present study are formulated as follows:

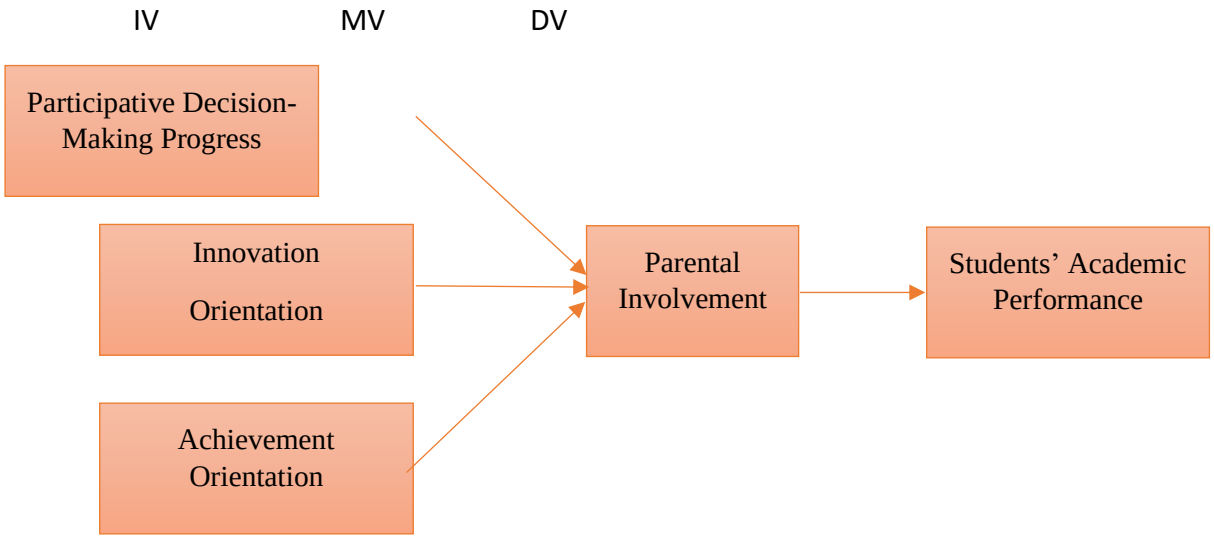

Figure 1 Research Framework of the Present Study

H1: Participative Decision-Making Progress culture has a positive effect on parental involvement to enhance students' academic performance in high schools.
H2: Innovation Orientation culture has a positive effect on parental involvement to enhance students' academic performance in high schools.
H3: Achievement Orientation culture has a positive effect on parental involvement to enhance students' academic performance in high schools.
H4: Parental Involvement mediates the relation between organizational culture and students' academic performance.

Methodology

Population and Sample

This study employs a quantitative survey methodology utilizing an online questionnaire designed with a Likert scale ranging from 1 to 7, utilizing Google Forms questionnaire for the survey administration. The survey links were distributed to 162 students from a local high school (Xi'an Foreign Language High School) through simple random sampling. Data analysis is conducted using Structural Equation Modeling (SEM) via SMART-PLS version 4.1.0.6. Prior to analysis, the questionnaire's validity and reliability are rigorously tested. Validity is assessed

by correlating each item's score with the total item score within its variable. Following validation and reliability testing, data analysis proceeds, focusing on interpreting findings to address research questions and hypotheses. In Table 1, the students from Xi'an Foreign Language High School 162 have participated in the online survey conducted from July to August 2024.

Table 1.
Population and Sample of the local high school students (by 2023)

Population from Xi'an Foreign Language High School	723
Sample Size	162

Data Collection

Parental Involvement in Homework Scale, adapted from Lerner et al. (2022), comprises 4 items. For example, "A major source of motivation in my study is from my parents' encouragement." Children rate each item on a 7-point scale (1 = "strongly disagree to 7 = "strongly agree"). Scores are averaged to indicate the level of parental involvement in homework, with higher scores reflecting greater parental participation. In this study, the Cronbach's alpha coefficient for the scale is 0.758, indicating good internal consistency.

Academic Performance Scale is adapted from Calderon-Garrido's study (2022), and consists of 3 items. It is measured using a 7-point Likert scale, with options ranging from "strongly disagree to 7 = "strongly agree". Scores are averaged to indicate the level of students' academic performance. After reverse scoring, a higher score indicates better academic performance among college students. The Cronbach's alpha coefficient of this scale is 0.758.

Participative Decision-Making Progress Culture Scale, developed by Yulianti (2021), consists of 6 items. Children report the extent to which each item applies using a 7-point scale where 1 indicates 1 = "strongly disagree to 7 = "strongly agree". Scores for all items are summed and averaged to represent the level of parents and students' participation in schools' decision-making processes. Higher scores indicate greater levels of participation in decision-making. In this study, the scale demonstrated reasonable internal consistency with a Cronbach's alpha coefficient of 0.924.

Innovation Orientation Culture Scale, developed from Zhang and Wang (2022), consists of 6 items, divided into 3 dimensions: classmates support (2 items), supervisor support (2 items), organizational support (2 items). Children report the extent to which each item applies using a 7-point scale where 1 indicates 1 = "strongly disagree to 7 = "strongly agree". Scores for all items are summed and averaged to represent the level of organizational innovation orientation culture. Higher scores indicate greater levels of innovation orientation culture in the organizations. In this study, the scale demonstrated high internal consistency with a Cronbach's alpha coefficient of 0.891.

Achievement Orientation Culture Scale, developed by Li (2024), consists of 6 items. Children report the extent to which each item applies using a 7-point scale where 1 indicates 1 = "strongly disagree to 7 = "strongly agree". Scores for all items are summed and averaged

to represent the level of organizational achievement orientation culture. Higher scores indicate greater levels of achievement orientation culture in the organizations. In this study, the scale demonstrated high internal consistency with a Cronbach's alpha coefficient of 0.929.

Data Analysis in SMART-PLS

In Table 2, In the demographic analysis, the "gender" factor showed that female participants have a slightly more response rate of 51.8% as compared to 48.2% who were male. Regarding the "age" group of respondents, data revealed that the majority was having the age-group of respondents 16–18 years 162 (87.5%). Also, regarding the "grade" of respondents, data showed that 32.1% of the students who participated in the survey from Grade 10th, 43.8% from Grade 11th, and 24.1% from Grade 12th.

Table 2
Demographic Profile of Respondents (N=162)

Demographics respondents' percentage (%)	Frequency	Percentage
Gender		
Male	78	48.1
Female	84	51.9
Age-Group		
Less than 16 years	9	5.5
16-18 years	142	87.8
More than 18 years	11	6.8
Grade		
Grade 10th	56	34.6
Grade 11th	67	41.4
Grade 12th	39	24.1

Data analysis is conducted using Partial Least Squares (PLS) version 4.1.0.6. In the context of inferential analyses, Partial Least Squares-Structural Equation Modeling (PLS-SEM) has been utilized across various disciplines (Hair et al., 2014). PLS-SEM is a multivariate method that can simultaneously handle multiple elements, including response variables and explanatory variables (Purwanto, 2021). These advancements support the expansion of PLS-SEM, which is commonly employed as a research tool in social sciences (Hair & Hollingsworth, 2017).

Internal Consistency Reliability

Previous literature shows that internal consistency refers to the extent to which all indicators within a scale assess the same underlying concept, rather than differing from each other (Hair et al., 2014). The reliability of the construct can be measured in two ways-Cronbach's alpha (α) and composite reliability (CR). The rule of thumb for both reliability criteria is they need to be above 0.70, and The AVE score is above 0.50. (Hair et al., 2020). Because indicators are not equally reliable, composite reliability, which is weighted, is more accurate than Cronbach alpha (unweighted), and therefore CR should be assessed and reported (Hair et al., 2019). Table 3 shows that the AVE and CR values for all variables fall within the acceptable range. Figure 2 indicates that the AVE and CR values for the construct exceed the threshold, confirming the reliability of the measurement model.

Table 3
Assessment Result for the measurement model

CONSTRUCT	"Items"	"Loading"	"Cronbach's Alpha"	"Composite Reliability"	"AVE"
Academic Performance	SAP1	**0.825**	0.758	0.805	0.669
	SAP2	**0.756**			
	SAP3	**0.868**			
Parental Involvement	PI1	**0.769**	0.758	0.792	0.589
	PI2	**0.870**			
	PI3	**0.838**			
	PI4	**0.552**			
Innovative Orientation	IO1	**0.745**	0.891	0.898	0.648
	IO2	**0.778**			
	IO3	**0.824**			
	IO4	**0.846**			
	IO5	**0.761**			
	IO6	**0.868**			
Achievement Orientation	AO1	**0.860**	0.929	0.932	0.737
	AO2	**0.875**			
	AO3	**0.833**			
	AO4	**0.838**			
	AO5	**0.859**			
	AO6	**0.874**			
Participative Decision-Making	PDM1	**0.828**	0.924	0.933	0.726
	PDM2	**0.821**			
	PDM3	**0.802**			
	PDM4	**0.920**			
	PDM5	**0.861**			
	PDM6	**0.874**			

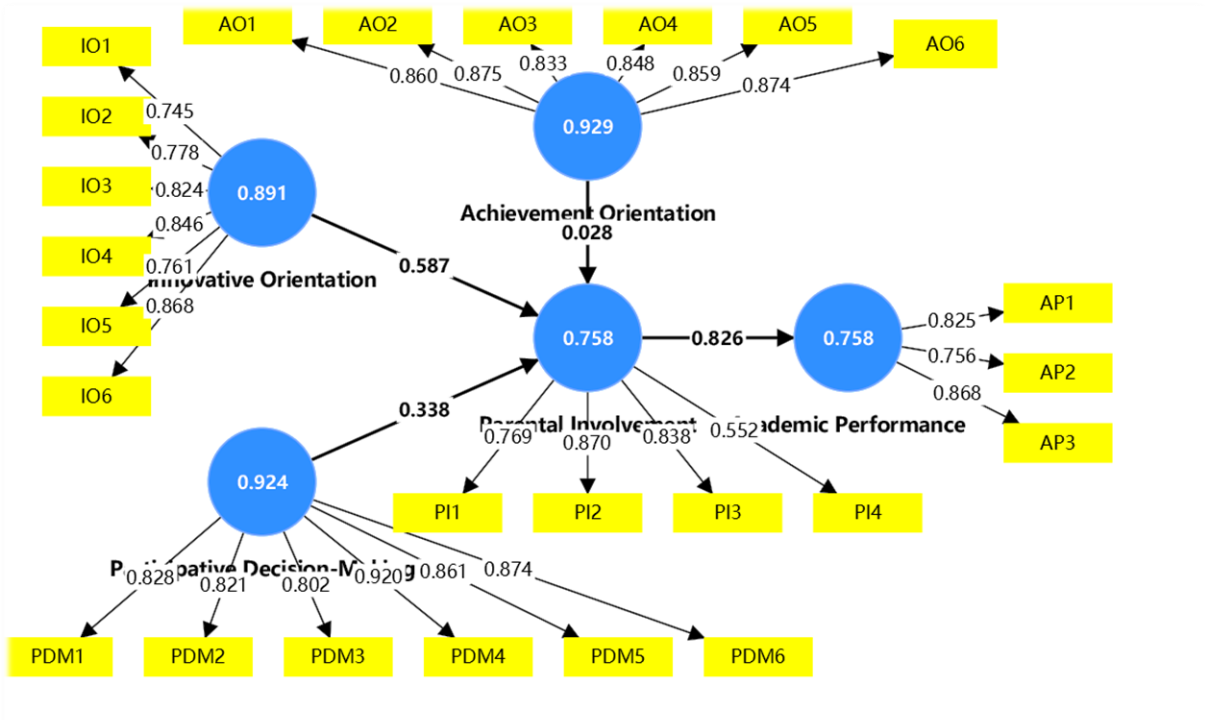

Figure 2. Measurement Model

Discriminant Validity

In this study, the discriminant validity criterion was also assessed to measures the distinctiveness of a construct (Hair et al., 2020). A higher level of discriminant validity indicates that constructs are distinct from their respective variables (Rönkkö & Cho, 2022). In this study, discriminant validity was assessed by taking the square root of the AVE for each construct. Consequently, these values exceeded the correlations among the latent constructs. Table 4 shows that the model of the present study exhibit no issues with discriminant validity.

Table 4.
Discriminant validity matrix

	Academic Performance	Achievement Orientation	Innovative Orientation	Parental Involvement	Participative Decision-Making
Academic Performance	**0.818**				
Achievement Orientation	0.302	**0.858**			
Innovative Orientation	0.822	0.282	**0.805**		
Parental Involvement	0.826	0.254	0.827	**0.767**	
Participative Decision-Making	0.736	0.181	0.689	0.747	**0.852**

Hypothesis Testing

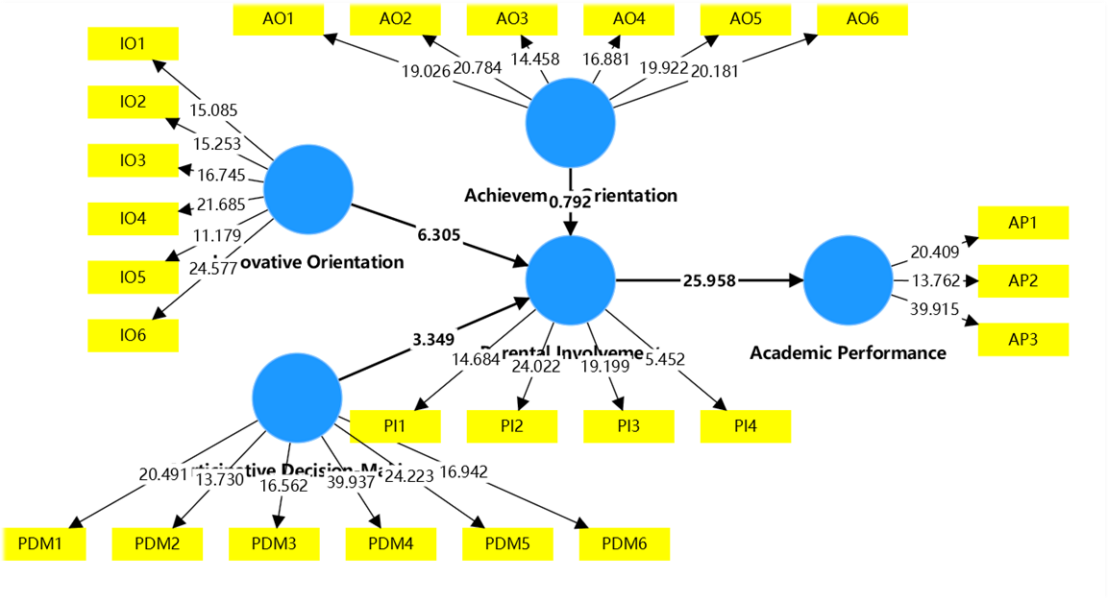

Figure 3. Structural model direct relationships

As is shown in the Table 5, the results of hypothesis testing show that 3 out of 4 hypotheses (H1, H2, and H4) were supported with a p-value less than 0.05. As outlined in H1, participative decision-making progress culture has both a direct and an indirect positive effect on the students' academic performance e (β= 0.279; T=3.241; p= 0.001). Similarly, H2 was also supported, indicating that innovation orientation culture impacts parental involvement directly and indirectly, which in turn, affects academic performance e (β= 0.485; T=6.152; p < 0.000). Lastly, H4 was accepted with (β=0.826; T=25.958; p < 0.000) reflecting that parental involvement affects students' academic performance directly, and thus mediates the relations between organizational culture of participative decision-making, innovation orientation as well as achievement orientation, and students' academic performance. On the contrary, achievement orientation has a beta value of 0.023, a T-value of 0.784, and a P-value of 0.433, indicating it does not significantly affect achievement orientation and hypothesis (H3) was not supported, which reflects that achievement orientation does not, directly and indirectly, affect students' academic performance.

Table 5
Results of hypothesis testing

VARIABLES	Beta	T-Values	P-Values	Decision
Parental Involvement -> Academic Performance	0.826	25.958	0.000	Supported
Achievement Orientation -> Parental Involvement->Academic Performance	0.023	0.784	0.433	Not-Supported
Innovative Orientation -> Parental Involvement->Academic Performance	0.485	6.152	0.000	Supported
Participative Decision-Making -> Parental Involvement-> Academic Performance	0.279	3.241	0.001	Supported

Result and Discussion

In regard to the hypothesis testing, two variables were, directly and indirectly, significant and supported to students' academic performance. In the construct model, innovative orientation and participative decision-making both are supported with parental involvement to enhance their children's performance in study. On the other hand, achievement orientation does not have direct relationships with students' academic performance. At the same time, there is a positive relationship between parental involvement and students' academic performance, which serves as a mediator between the independent and dependent variables.

Theoretical Implication

School culture, comprising shared beliefs, values, and practices, creates a unique environment that shapes student behavior and attitudes. According to Bronfenbrenner's Ecological Systems Theory, the mesosystem, interactions between different environmental contexts like school and home, plays a crucial role in a child's development (Urie Bronfenbrenner, 1979; Amali, 2023). The present findings suggest a school with innovative culture can foster a supportive learning environment that enhances parents and students' engagement, leading to improved academic performance. Moreover, a welcoming and inclusive school culture which invite students participate in school decisions encourages greater parental involvement, which is essential for reinforcing learning at home and providing a consistent support system. Understanding these theoretical frameworks helps researchers and educators identify the key components of schools' organizational culture that most significantly impact student outcomes and parental engagement.

Practical Implication

Recognizing the influence of organizational culture on academic performance and parental involvement can inform policy and practice in educational institutions. Schools can implement specific strategies to cultivate a positive culture, such as professional development for teachers on creating inclusive and supportive classroom environments, and programs that actively involve parents in school activities and decision-making processes. By fostering a culture of innovation and decision-making participation, schools can enhance student achievement and encourage parental engagement. This study recommends some of the suggestion to education institution such regular communication between teachers and

parents, family-friendly school events, and parent education workshops can bridge the gap between home and school, ensuring that students receive consistent support. These practical measures, rooted in an understanding of the importance of school culture, can lead to significant improvements in both student academic performance and parental involvement.

Conclusion

This study examines the influence of organizational culture on academic performance among high school students, focusing on the roles of participative decision-making progress culture, innovative orientation culture and achievement orientation culture. It uses parental involvement in children's academic progress as a mediating factor in China. There are three major findings in the present study. First, participative decision-making progress culture and innovation orientation culture positively influence parental involvement, thereby improving students' academic performance in high schools; Second, achievement orientation culture does not have a significant positive effect on parental involvement to boost students' academic performance in high schools; Third, parental involvement serves as a mediator in the connection between organizational culture and students' academic performance.

This study has several limitations. First, the impact of organizational culture on students' academic performance may be influenced by family socioeconomic status. Additionally, the cross-sectional study design does not allow for causal inferences. It is strongly recommended that future research could incorporate family socioeconomic status into the model and explore these issues further through experimental studies or longitudinal tracking. Second, the primary subjects of this study are high school students in grades 10 to 12, and whether these findings can be generalized to other groups remains to be examined. It is suggested that future research conduct in-depth exploration in these areas.

References

Acton, K. S. (2021). School leaders as change agents: Do principals have the tools they need. *Management in Education*, *35*(1), 43-51.

Alhadabi, A., & Karpinski, A. C. (2020). Grit, self-efficacy, achievement orientation goals, and academic performance in university students. *International Journal of Adolescence and Youth*, *25*(1), 519-535.

Amali, N. A. K., Ridzuan, M. U. M., Rahmat, N. H., Seng, H. Z., & Mustafa, N. C. (2023). Exploring learning environment through Bronfenbrenner's ecological systems theory. *Journal of Academic Research in Progressive Education and Development*, *12*(2), 144-162.

Arsawan, I. W. E., Koval, V., Rajiani, I., Rustiarini, N. W., Supartha, W. G., & Suryantini, N. P. S. (2022). Leveraging knowledge sharing and innovation culture into SMEs sustainable competitive advantage. *International journal of productivity and performance management*, *71*(2), 405-428.

Azeem, M., Ahmed, M., Haider, S., & Sajjad, M. (2021). Expanding competitive advantage through organizational culture, knowledge sharing and organizational innovation. Technology in Society, 66, 101635.

Beytekin, O. F., & Kılıç, F. (2021). Factors influencing elementary school principals' decision-making process. E-International Journal of Pedagogy, 1(1), 37-54.

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.

Calderon-Garrido, D., Ramos-Pardo, F., & Suárez-Guerrero, C. (2022). The use of mobile phones in classrooms: A systematic review. International Journal of Emerging Technologies in Learning (iJET), 17(6), 194-210.

Caliskan, A., & Zhu, C. (2020). Organizational culture and educational innovations in Turkish higher education: Perceptions and reactions of students. *Educational sciences: theory & practice*, *20*(1), 20-39.

Cheung, C.S. S., &Pomerantz, E. M. (2011). Parents' involvement in children's learning in the United States and China: Implication for children's academic and emotional adjustment. Child Development, 82(3), 932–950.

DeVellis, R. F., & Thorpe, C. T. (2021). *Scale development: Theory and applications*. Sage publications.

Dickhäuser, O., Janke, S., Daumiller, M., & Dresel, M. (2021). Motivational school climate and teachers' achievement goal orientations: A hierarchical approach. *British Journal of Educational Psychology*, *91*(1), 391-408.

Dongjiao, Z. (2022). *School culture improvement*. River Publishers.

Fuad, D. R. S. M., Musa, K., & Hashim, Z. (2022). Innovation culture in education: A systematic review of the literature. *Management in Education*, *36*(3), 135-149.

Geurts, E. M., Reijs, R. P., Leenders, H. H., Jansen, M. W., & Hoebe, C. J. (2024). Co-creation and decision-making with students about teaching and learning: A systematic literature review. *Journal of Educational Change*, *25*(1), 103-125.

Goodall, J., & Montgomery, C. (2023). Parental involvement to parental engagement: A continuum. Mapping the Field, 158-169.

Hair, J. J. F., Sarstedt, M., Hopkins, L., & Kuppelwieser, V. G. (2014). Partial least squares structural equation modeling (PLS-SEM): An emerging tool in business research. *European business review*, *26*(2), 106-121.

Hair, J. F., Hollingsworth, C. L., Randolph, A. B., & Chong, A. Y. L. (2017). An updated and expanded assessment of PLS-SEM in information systems research. *Industrial management & data systems*, *117*(3), 442-458.

Hair, J. F., Sarstedt, M., & Ringle, C. M. (2019). Rethinking some of the rethinking of partial least squares. European Journal of Marketing, 53(4), 566–584.

Hair, J. J. F., Howard, M. C., & Nitzl, C. (2020). Assessing measurement model quality in PLS-SEM using confirmatory composite analysis. *Journal of business research*, *109*, 101-110.

Hong, S. (2021). *A cord of three strands: A new approach to parent engagement in schools*. Harvard Education Press.

Izzo, C. V., Weissberg, R. P., Kasprow, W. J., & Fendrich, M. (1999). A longitudinal assessment of teacher perceptions of parent involvement in children's education and school performance. American Journal of Community Psychology, 27(6), 817-839.

Jeynes, W. H. (2024). A meta-analysis: The relationship between the parental expectations component of parental involvement with students' academic achievement. *Urban Education*, *59*(1), 63-95.

Khong, H., Celik, I., Le, T. T., Lai, V. T. T., Nguyen, A., & Bui, H. (2023). Examining teachers' behavioural intention for online teaching after COVID-19 pandemic: A large-scale survey. *Education and information technologies*, *28*(5), 5999-6026.

Kim, Y., Mok, S. Y., & Seidel, T. (2020). Parental influences on immigrant students' achievement-related motivation and achievement: A meta-analysis. *Educational Research Review*, *30*, 100327.

Kuruuzum, A., Asilkan, O., & Cizel, R. B. (2005). Student participation in higher education institutions in Turkey. Higher Education in Europe, 30, 345 - 355. https://doi.org/10.1080/03797720600625077.

Ibeh, C. V., Asuzu, O. F., Olorunsogo, T., Elufioye, O. A., Nduubuisi, N. L., & Daraojimba, A. I. (2024). Business analytics and decision science: A review of techniques in strategic business decision making. *World Journal of Advanced Research and Reviews*, *21*(2), 1761-1769.

Lerner, R. E., Grolnick, W. S., Caruso, A. J., & Levitt, M. R. (2022). Parental involvement and children's academics: The roles of autonomy support and parents' motivation for involvement. *Contemporary Educational Psychology*, *68*, 102039.

Li, B., & Li, C. (2024). Achievement goals and emotions of Chinese EFL students: A control-value theory approach. *System*, *123*, 103335.

Lubis, F. R., & Hanum, F. (2020). Organizational culture. In 2nd Yogyakarta International Conference on Educational Management/Administration and Pedagogy, Atlantis Press, 88-91

Marschall, M. J., & Shah, P. R. (2020). Linking the process and outcomes of parent involvement policy to the parent involvement gap. *Urban Education*, *55*(5), 699-729.

Maral, M. (2022). Exploring school administrators' perceptions on participative decision-making process. *E-International Journal of Educational Research*, *13*(1), 118-140.

Norman, E., Paramansyah, A., & Abdan, M. S. (2022). The Role of Organizational Culture in the Effectiveness of School Organizations. *Da'watuna: Journal of Communication and Islamic Broadcasting*, *2*(3), 254-269.

Purwanto, A. (2021). Partial least squares structural squation modeling (PLS-SEM) analysis for social and management research: a literature review. *Journal of Industrial Engineering & Management Research*.

Purwanto, A. (2023). The influence of organizational culture on teacher innovation capability and tacit knowledge: A CB-SEM AMOS analysis. Available at SSRN 4379069.

Ronkko, M., & Cho, E. (2022). An updated guideline for assessing discriminant validity. *Organizational Research Methods*, *25*(1), 6-14.

Scaliza, J. A. A., Jugend, D., Jabbour, C. J. C., Latan, H., Armellini, F., Twigg, D., & Andrade, D. F. (2022). Relationships among organizational culture, open innovation, innovative ecosystems, and performance of firms: Evidence from an emerging economy context. Journal of Business Research, 140, 264-279.

Thomas, V., Muls, J., De Backer, F., & Lombaerts, K. (2020). Middle school student and parent perceptions of parental involvement: Unravelling the associations with school achievement and wellbeing. Educational Studies, 46(4), 404-421.

Wang, M.-T., & Sheikh-Khalil, S. (2014). Does parental involvement matter for student achievement and mental health in high school? Child Development, 85(2), 610–625.

Wilder, S. (2023). Effects of parental involvement on academic achievement: a meta-synthesis. In Mapping the field (pp. 137-157). Routledge.

Yulianti, K., Denessen, E., Droop, M., & Veerman, G. J. (2021). Transformational leadership for parental involvement: How teachers perceive the school leadership practices to promote parental involvement in children's education. *Leadership and Policy in Schools*, *20*(2), 277-292.

Yulianti, K., Denessen, E., Droop, M., & Veerman, G. J. (2022). School efforts to promote parental involvement: the contributions of school leaders and teachers. *Educational Studies*, *48*(1), 98-113.

Zhao, N., Ye, Y., & Gao, A. (2021). Relationship Between Parental Involvement and Chinese High School Students' Academic Performance. In 2021 2nd International Conference on Mental Health and Humanities Education (ICMHHE 2021) (pp. 627-635). Atlantis Press.

Zhang, G., & Wang, Y. (2022). Organizational identification and employees' innovative behavior: the mediating role of work engagement and the moderating role of creative self-efficacy. *Chinese Management Studies*, *16*(5), 1108-1123.

Zhu, C., & Engels, N. (2014). Organizational culture and instructional innovations in higher education: Perceptions and reactions of teachers and students. Educational Management Administration & Leadership, 42(1), 136 - 158. doi: 10.1177/1741143213499253.