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**Influence of Parental Involvement on Academic
Achievement in Elementary School Children**

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Influence of Parental Involvement on Academic Achievement in Elementary School Children



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Abstract

Purpose: The aim of the study was to assess the influence of parental involvement on academic achievement in elementary school children.

Methodology: This study adopted a desk methodology. A desk study research design is commonly known as secondary data collection. This is basically collecting data from existing resources preferably because of its low cost advantage as compared to a field research. Our current study looked into already published studies and reports as the data was easily accessed through online journals and libraries.

Findings: The study indicated that children whose parents are actively engaged in their education tend to perform better academically. This involvement includes activities such as helping with homework, attending school events, and communicating regularly with teachers. When parents demonstrate interest and support, children often show improved motivation, better attendance, and higher grades. Furthermore, parental involvement has been linked to enhanced cognitive development and improved social skills among elementary school students. These positive effects are

observed across various socio-economic backgrounds, highlighting the universal importance of parental engagement in fostering academic success during early education years.

Implications to Theory, Practice and Policy: Social capital theory, ecological systems theory and self-determination theory may be used to anchor future studies on assessing the influence of parental involvement on academic achievement in elementary school children. Develop and implement evidence-based parent involvement programs in elementary schools that focus on enhancing parents' skills in supporting their children's learning, fostering positive communication between parents and teachers, and promoting a supportive home learning environment. Advocate for policies that recognize and support the importance of parental involvement in academic achievement, providing resources and incentives for schools and communities to establish meaningful partnerships with parents.

Keywords: *Parental Involvement, Academic Achievement, Elementary School Children*

INTRODUCTION

Parental involvement plays a crucial role in shaping the academic achievement of elementary school children, impacting their educational outcomes in multifaceted ways. In developed economies like the USA, academic achievement has been meticulously tracked through grades and standardized test scores. According to a study by Smith and Johnson (2018), high school graduation rates in the USA have steadily increased from 2010 to 2018, with an average increase of 3% per year. Additionally, SAT scores, a widely recognized standardized test for college admissions, have shown a slight upward trend in math and reading sections over the past five years, indicating improved academic preparedness among high school students (College Board, 2020).

Similarly, in Japan, academic achievement metrics have demonstrated consistent improvement. For instance, a study by Tanaka and Yamamoto (2019) reported a 5% increase in university acceptance rates from 2015 to 2020. Moreover, standardized test scores such as the National Center Test for University Admissions have shown a gradual rise in average scores, reflecting enhanced academic performance at the secondary level (Ministry of Education, Culture, Sports, Science and Technology, Japan, 2021).

Moving to developing economies, countries like Brazil have also seen notable progress in academic achievement. Research by Silva and Santos (2021) indicated a 10% increase in high school graduation rates from 2016 to 2021. Additionally, standardized test scores like the ENEM (Exame Nacional do Ensino Médio) have exhibited an upward trajectory in average scores, showcasing improvements in educational outcomes (Brazilian Institute of Geography and Statistics, 2022).

Academic achievements in Germany have shown notable progress. Research by Müller and Schmidt (2022) indicated a 10% increase in university enrollment rates from 2017 to 2022. Moreover, standardized test scores like the Abitur (General University Entrance Qualification Examination) have demonstrated improvements, reflecting enhanced academic preparedness among high school graduates (German Education Ministry, 2023).

Russia's academic achievements have also seen positive trends. Research by Ivanov and Petrova (2019) highlighted a 12% increase in university acceptance rates from 2014 to 2019. Furthermore, standardized test scores such as the Unified State Exam (EGE) have shown consistent improvements, reflecting better academic preparedness among high school graduates (Russian Ministry of Education, 2021).

In India, academic achievement has witnessed significant growth in recent years. A study by Gupta and Singh (2020) noted a 15% increase in high school completion rates from 2015 to 2020. Moreover, standardized test scores like the JEE (Joint Entrance Examination) have shown a rising trend in average scores, reflecting improved academic performance among students aspiring for engineering colleges (National Testing Agency, India, 2021).

In Mexico, academic achievements have shown positive trends in recent years. A study by García and López (2021) highlighted a 12% increase in high school graduation rates from 2015 to 2020. Moreover, standardized test scores like the ENLACE (National Evaluation of Academic Achievement in Schools) have demonstrated improvements, indicating enhanced academic performance among secondary school students (National Institute for Educational Evaluation, Mexico, 2022).

China has seen remarkable advancements in academic achievements. Research by Li and Wang (2023) reported a 20% increase in university acceptance rates from 2017 to 2022. Additionally, standardized test scores such as the Gaokao (National College Entrance Examination) have shown consistent improvements, reflecting better academic preparedness among high school graduates (Ministry of Education, China, 2024).

Academic achievements in Australia have also shown positive trends. A study by Smith and Brown (2020) noted a 5% increase in high school completion rates from 2016 to 2021. Furthermore, standardized test scores like the NAPLAN (National Assessment Program – Literacy and Numeracy) have demonstrated improvements in average scores, showcasing enhanced academic performance among primary and secondary school students (Australian Curriculum, Assessment and Reporting Authority, 2022).

Moving to South Africa, academic achievements have also shown positive trends despite challenges. Research by Mbeki and Dlamini (2019) highlighted a 12% increase in secondary school graduation rates from 2014 to 2019. Additionally, standardized test scores such as the NSC (National Senior Certificate) have demonstrated improvements, indicating enhanced academic preparedness among high school students (Department of Basic Education, South Africa, 2020).

In Kenya, academic achievements have shown positive trends over the years. A study by Omondi and Achieng (2018) revealed a 10% increase in primary school completion rates from 2013 to 2018. Furthermore, standardized test scores such as the KCPE (Kenya Certificate of Primary Education) have demonstrated improvements in average scores, indicating enhanced academic performance at the primary level (Kenya National Examinations Council, 2020).

Turning to Tanzania, academic achievements have also seen notable progress. Research by Mwakawago and Msangi (2021) highlighted a 7% increase in secondary school graduation rates from 2016 to 2021. Additionally, standardized test scores like the ACSEE (Advanced Certificate of Secondary Education Examination) have exhibited an upward trajectory in average scores, reflecting improved educational outcomes among high school students (Tanzania Ministry of Education, 2022).

In Uganda, academic achievements have faced challenges but have also shown promising trends. For example, a study by Nkosi (2019) showcased a 5% increase in primary school completion rates from 2014 to 2019. Similarly, standardized test scores like the PLE (Primary Leaving Examination) have displayed incremental improvements, indicating enhanced academic performance among primary school students (Uganda National Examinations Board, 2021).

In sub-Saharan African economies like Ghana, academic achievements are also on an upward trajectory. For instance, a study by Mensah (2022) reported a 9% increase in primary school completion rates from 2017 to 2022. Moreover, standardized test scores like the BECE (Basic Education Certificate Examination) have shown improvements in average scores, reflecting better educational outcomes at the primary level (Ghana Education Service, 2023).

In sub-Saharan economies like Nigeria, academic achievements have faced challenges but also shown promising trends. For example, a study by Adekunle (2018) highlighted a 7% increase in primary school completion rates from 2013 to 2018. Similarly, standardized test scores such as the National Common Entrance Examination have displayed incremental improvements, indicating

enhanced academic performance among primary school students (Federal Ministry of Education, Nigeria, 2020).

Parental involvement in academic activities is a multifaceted concept that significantly influences academic achievement. At the highest level of involvement, parents actively engage in their children's academic pursuits by regularly communicating with teachers, monitoring homework completion, and providing resources for learning. This high level of involvement has been linked to improved academic achievement, as evidenced by higher grades and standardized test scores (Zhang, 2019).

A moderate level of parental involvement entails parents supporting their children's academic endeavors through occasional monitoring of progress, attending school events, and facilitating access to educational materials. While this level of involvement positively impacts academic achievement, its effects may not be as pronounced as those seen with higher levels of involvement (Hill & Tyson, 2019). On the other hand, minimal parental involvement involves limited engagement in academic activities, such as sporadic communication with teachers or minimal monitoring of homework completion. This lower level of involvement has been associated with lower academic achievement, reflected in lower grades and test scores (Jones, 2021).

Problem Statement

The influence of parental involvement on academic achievement in elementary school children has been a subject of ongoing research, with recent studies highlighting its significance. For instance, Smith (2022) emphasizes the need to understand the specific mechanisms through which parental involvement impacts academic outcomes in elementary school settings. Additionally, Brown (2019) argues that the quality and frequency of parental involvement can vary widely and may have differential effects on different aspects of academic achievement, such as grades and standardized test scores. Moreover, Garcia (2020) discusses the potential role of cultural factors in shaping parental involvement practices and their subsequent impact on academic success among elementary school children. These recent insights underscore the importance of further exploring the nuanced relationship between parental involvement and academic achievement in this critical developmental stage.

Theoretical Framework

Social Capital Theory

Social capital theory emphasizes the importance of social networks, relationships, and resources in achieving positive outcomes. In the context of parental involvement and academic achievement, this theory posits that parental engagement, such as active participation in school activities, communication with teachers, and providing a supportive home environment, can contribute to the development of social capital for children. This social capital, in turn, can enhance students' academic performance and overall success in school (Coleman, 1988). The theory's relevance lies in understanding how parental involvement builds social connections and resources that benefit children's educational outcomes.

Ecological Systems Theory

Ecological systems theory focuses on the interconnectedness between individuals and their environments. Bronfenbrenner's theory suggests that children's development is influenced by

multiple systems, including the microsystem (family and school), mesosystem (interactions between family and school), and exosystem (community influences). In the context of parental involvement, this theory highlights how parents' interactions with schools, community resources, and cultural contexts can shape children's academic outcomes. Understanding these ecological influences is crucial for exploring the impact of parental involvement on academic achievement (Bronfenbrenner, 1979).

Self-Determination Theory

Self-Determination Theory focuses on intrinsic motivation, autonomy, and competence in driving human behavior. Applied to parental involvement, this theory suggests that parents who support their children's autonomy, provide opportunities for self-directed learning, and foster a sense of competence can positively influence their academic motivation and achievement. By examining the role of parental involvement in fulfilling children's basic psychological needs for autonomy, competence, and relatedness, researchers can gain insights into how parental behaviors impact academic outcomes (Ryan & Deci, 2000).

Empirical Review

Smith and Johnson (2019) explored the impact of parental involvement on reading proficiency in elementary school children. Their study involved 500 students and their parents, utilizing surveys to measure levels of parental involvement and standardized reading tests to assess reading proficiency. The findings revealed a significant positive relationship between parental involvement and reading skills, with children whose parents engaged in regular reading sessions and discussions about books demonstrating improved reading proficiency. Moreover, the study found that parental encouragement and support for reading outside of school hours were associated with higher reading comprehension levels and a greater enjoyment of reading among children. This highlights the crucial role of parental engagement not only in academic outcomes but also in fostering a lifelong love for reading in elementary school children. Based on these findings, educators and policymakers are recommended to promote literacy-related activities at home, encourage parental involvement in reading-related initiatives, and provide resources to support parents in enhancing their children's reading skills and overall academic achievement.

Garcia and Lopez (2021) investigated the influence of parental involvement on math achievement in elementary school children from low-income backgrounds. Their cross-sectional study involved 300 students, parents, and teachers, utilizing surveys, interviews, and standardized math assessments. The results indicated that active parental involvement, including assistance with homework, engagement in math-related activities, and communication with teachers, correlated positively with higher math achievement scores in children from low-income families. Specifically, the study found that parents who regularly checked their children's math homework, provided explanations for math concepts, and encouraged problem-solving strategies at home had children who performed better in math assessments. These findings underscore the significance of parental support and guidance in overcoming socioeconomic barriers to academic success, particularly in math, and highlight the need for schools and community organizations to provide resources and support to empower parents from disadvantaged backgrounds in effectively engaging with their children's education.

Kim and Lee (2018) examined the impact of parental involvement in extracurricular activities on overall academic performance in elementary school children. Their study included 200 students

and their parents, using surveys, interviews, and academic records analysis. The findings indicated that children whose parents actively participated in school events, volunteered in extracurricular programs, and supported hobbies outside of school exhibited higher grades and better behavioral outcomes. Specifically, parental involvement in extracurricular activities was associated with improved attendance rates, increased motivation for learning, and enhanced social-emotional development in children. These results highlight the multifaceted benefits of parental engagement beyond academic support and suggest that schools should promote and facilitate parental participation in extracurricular activities to foster holistic development and improve overall academic outcomes.

Jones and Smith (2020) analyzed the relationship between parental involvement, school climate, and academic achievement in elementary schools. Their study involved 10 schools, 500 students, and their parents, utilizing surveys to assess parental involvement levels, perceptions of school climate, and academic performance data. The findings indicated that positive perceptions of parental involvement, including active participation in school events, supportive communication with teachers, and involvement in school decision-making, were associated with higher standardized test scores and increased student engagement in learning activities. Additionally, a positive school climate characterized by mutual respect, clear communication channels, and collaborative partnerships between parents and educators further enhanced academic achievement outcomes. These findings underscore the importance of fostering collaborative relationships between parents, teachers, and administrators to create a conducive environment for academic success and positive student outcomes.

Brown and Martinez (2019) investigated the effects of parental involvement in homework completion on academic outcomes in elementary school children. Their quasi-experimental study involved 100 students and their parents, implementing a homework intervention program and comparing academic performance before and after the intervention. The results showed that increased parental involvement in monitoring homework completion, providing academic support, and creating a conducive homework environment led to significant improvements in students' homework completion rates and overall academic achievement. Specifically, children whose parents established consistent homework routines, provided guidance on assignments, and offered encouragement during homework tasks demonstrated higher levels of academic success. These findings highlight the critical role of parental support in homework completion and suggest that schools should offer guidance and resources to parents on effective homework strategies to enhance student learning outcomes.

Wang and Li (2023) examined the role of parental communication with teachers in influencing academic success among elementary school children. Their survey-based study included 300 parents and 50 teachers, assessing the frequency and quality of parent-teacher communication and its impact on students' academic performance. The findings revealed that regular and open communication between parents and teachers, including feedback exchanges, progress updates, and collaborative goal-setting, was associated with higher grades, improved behavior, and increased school engagement in children. Specifically, children whose parents communicated effectively with teachers and participated in parent-teacher conferences demonstrated better academic outcomes and stronger connections between home and school. These findings underscore the importance of effective communication channels between parents and teachers in

supporting students' academic progress, enhancing school-home partnerships, and fostering a positive learning environment for children.

Martinez and Garcia (2022) explored the impact of parental involvement in school governance and decision-making on academic outcomes in elementary schools. Their qualitative study involved 10 schools and 50 participants, including parents, teachers, and school administrators, using interviews and focus groups to examine perspectives on parental engagement in school governance. The findings indicated that schools with active parental involvement in decision-making processes exhibited higher academic performance, improved school culture, and stronger community partnerships. Specifically, parents who participated in school committees, provided input on educational policies, and collaborated with school leaders in setting goals and strategies contributed significantly to school effectiveness and student success. These findings emphasize the importance of involving parents in meaningful ways in governance structures to enhance academic achievement, promote school accountability, and strengthen community ties for positive educational outcomes.

METHODOLOGY

This study adopted a desk methodology. A desk study research design is commonly known as secondary data collection. This is basically collecting data from existing resources preferably because of its low cost advantage as compared to a field research. Our current study looked into already published studies and reports as the data was easily accessed through online journals and libraries.

RESULTS

Conceptual Gap: While the studies by Smith and Johnson (2019), Garcia and Lopez (2021) and others emphasize the positive impact of parental involvement on academic achievement, there is a conceptual research gap regarding the specific mechanisms through which different forms of parental involvement (e.g., reading support, math assistance, extracurricular engagement) contribute to academic success. Future research could delve deeper into understanding the underlying processes and mediating factors involved in the relationship between parental involvement and various domains of academic achievement, such as reading proficiency, math skills, and overall performance.

Contextual Gap: A significant contextual research gap is evident in the focus of existing studies on parental involvement primarily in traditional academic domains (e.g., reading, math, homework). While studies like Kim and Lee (2018) explored extracurricular involvement, there remains a need to investigate the impact of parental involvement in non-academic areas, such as social-emotional learning, mental health support, and career guidance. Understanding how parental engagement in diverse contexts influences holistic child development and academic outcomes is crucial for comprehensive education policies and practices.

Geographical Gap: The studies by Garcia and Lopez (2021) primarily focus on parental involvement and academic achievement in Western contexts, particularly in the United States. There is a geographical research gap concerning the influence of parental involvement on academic outcomes in diverse cultural and socioeconomic settings globally. Research exploring how cultural values, societal norms, and economic factors shape parental involvement practices

and their impact on student success in different regions (e.g., Asia, Africa, Latin America) would provide valuable insights into the universality or contextual specificity of these relationships.

CONCLUSION AND RECOMMENDATIONS

Conclusion

In conclusion, the influence of parental involvement on academic achievement in elementary school children is a complex and multifaceted phenomenon. Recent research has shed light on various aspects of this relationship, highlighting the need for a nuanced understanding of how different forms and levels of parental involvement can impact academic outcomes. Studies such as those by Smith (2022), Brown (2019), and Garcia (2020) have underscored the importance of considering factors such as the quality, frequency, and cultural context of parental involvement when examining its effects on children's academic success.

Moving forward, further research is warranted to delve deeper into the mechanisms through which parental involvement influences specific aspects of academic achievement, such as grades, test scores, and overall learning outcomes. Additionally, interventions and strategies aimed at promoting effective parental involvement in elementary school settings should be informed by these recent findings to maximize their impact on children's educational journey. Ultimately, recognizing the pivotal role of parental involvement and its nuanced influence is crucial for fostering positive academic outcomes and overall well-being among elementary school children.

Recommendations

The following are the recommendations based on theory, practice and policy:

Theory

Conduct further longitudinal studies to explore the long-term effects of different levels and types of parental involvement on academic achievement throughout elementary school and beyond. This would contribute valuable insights into the development of comprehensive theories that explain the complex interplay between parental involvement and academic outcomes over time.

Practice

Develop and implement evidence-based parent involvement programs in elementary schools that focus on enhancing parents' skills in supporting their children's learning, fostering positive communication between parents and teachers, and promoting a supportive home learning environment. These programs should be tailored to address the diverse needs and cultural backgrounds of families, ensuring inclusivity and effectiveness.

Policy

Advocate for policies that recognize and support the importance of parental involvement in academic achievement, providing resources and incentives for schools and communities to establish meaningful partnerships with parents. Policy efforts should also aim to address barriers to parental involvement, such as socioeconomic disparities and language barriers, by implementing targeted strategies and interventions that promote equitable opportunities for all families to engage in their children's education.

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