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**Parent involvement affects education**

In 2008, researchers wanted to examine the correlation between parent involvement and their child's homework. The research found that those parents that help their children with homework results in the child having higher rates of homework completion, fewer homework problems, and improved academic performance in elementary school children. Cooper and Robinsons (2008) research suggests that different types of parent involvement in homework have different relationships to achievement and that the type of parent involvement changes as children move through the school grades. In 2012, researchers looked at the correlation between parent involvement and a child's academic performance. The findings from their research find both negative and positive results from parent involvement and child achievement in schools. The negative findings of parent involvement and child achievement have been called the reactive hypothesis. McNeal (2008) explains that the reactive hypothesis claims that any negative correlation or relationship between parent involvement and academic achievement stems from a reactive parent involvement strategy whereby a student having academic or behavioral difficulties at school leads to greater levels of parent involvement. The author then used a 3-panel, cross-lagged regression model to empirically investigate this claim which showed that the analysis reveals no support for the reactive hypothesis.

**Parent involvement and relationships.**

Child and teacher relationships are more than a relationship and can reflect on the parent's involvement in the child's life. The findings from Stromme and Helland's study show that the more parental involvement a child has the more likely they are to have a bond with their teacher. Parent involvement also has a positive correlation to parent and teacher relationships. A child that has involved parents is less likely to have teacher conflict than those with uninvolved parents. Stromme and Helland (2020) found that the amount of parental involvement a child has in education is significant. Like Cooper and Robinsons (2008) Stromme and Helland (2020) also agree that parent involvement and relationships with others have great significance. Results from Stromme and Helland, show that parents with more cultural resources are more likely to be involved by having future educational expectations, and parents with more economic resources are more likely to be involved in their children's current schooling than those with more cultural resources.

**Economic effects on Parent Involvement**

This study by Lechuga-Peña, Mitchell, Lopez, and Sangalang (2019) focuses on research on low-income mothers' housing and how it affects their involvement with their children. According to Lechuga-Peña, Mitchell, Lopez, and Sangalang (2019), low-income mothers who receive a housing choice voucher are less likely to be involved in their child’s school-based activities than low-income mothers who live in a public housing project. Parent involvement barriers included frequent housing moves, and increased parent work hours. Findings suggest housing type has an important role in school-based parent involvement for low-income mothers. Additional services and resources beyond financial housing assistance are essential to improve parent involvement among low-income mothers. A child's housing growing up can have a big impact on how involved their parents are in their life. Parents that live in low-income households with parents who are stressed about money are less likely to be involved in their child's life. “Your Family, Your Neighborhood (YFYN) is a dual-generation, skill-building intervention designed to strengthen the parent-child bond, increase parent engagement, academic success, and health/well-being for families living in project-based subsidized housing”. Stephanie and Brisson (2018), found that those low-income households that used this program increased their involvement in their child's life, which led to higher achievement in school. Through this study, they found that those low-income households that used this program increased their involvement in their child's life, which led to higher achievement in school. The author argues that socioeconomic differences are one of the biggest factors that can affect parent involvement.

**Race**

Bown & Lee, say that there is no certain race that has more parental involvement than another race. According to Bown and Lee (2006), parents with different demographic characteristics exhibited different types of involvement, and the types of involvement exhibited by parents from dominant groups had the strongest association with achievement. The factor that does change is the type of involvement they have with their child and their parenting style.

According to Hummer and Hamilton (2010), although most parents of all racial and ethnic groups are romantically involved at the time of their child's birth, African American women are less likely to be in a cohabiting relationship than white and Hispanic mothers. Over time, these racial and ethnic differences become more pronounced, with African American mothers having the lowest rates of marriage and cohabitation and the highest breakup rates, and Mexican immigrant mothers having the highest rates of marriage and cohabitation and the lowest breakup rates. This then has a correlation to how involved the parent is with their child and if one or two parents are raising them.

Resources

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