

## Literature Review

### Purpose of Research

Joyce Epstein (1987) identifies the four main models of parental involvement as being: (a) basic obligations, (b) school-to-home communications, (c) parent involvement at school, and (d) parent involvement in learning activities at home, (obtained via Xitao Fan (2001)). This research of ~~studies~~ involving parental involvement with students was conducted to display the benefits, barriers, and theory associated with this topic. An ethnographic study conducted in 2002 specifically focused on black students and their parents' involvement in their academic life. 24 parents of children in 8 different South African schools were surveyed regarding their personal involvement in their children's academic life. The data showed that 90% of parents regarded their schools as being competent enough to deal with their children, (Singh 2004), while also reporting that 45% of parents also required their child to assist in work in their family business (Singh 2004). A latent growth modeling study conducted by Robert Crosnoe (2001) reports the finding that the two factors that generally predict higher parent involvement are: coming from an intact family, and having more educated parents. These characteristics are typically associated with families of higher socioeconomic status. These findings appear to support the ethnographic study conducted by Singh in 2004, in that children having to spend significant time outside of the classroom to work for the family indicates their lower socioeconomic position.

### Effectiveness of Parental Involvement

The Gonzalez-pienda, Nunez, Gonzalezpumariega, Álvarez, Roces, and Garcia (2002) study utilizing a structural equation model to test their hypotheses of parental involvement

determined that the child's self concept was the variable most affected by parental involvement. Self concept was described as an “indirect,” effect of parental involvement that according to their surveys was the most impactful factor that explains the correlation between parental involvement and academic success. A more generalizable study was conducted by ~~William H.~~ Jeynes (2005), which utilized a National Educational Longitudinal Study data set as a source for his analysis. He was able to conclude that African American students with “highly involved” parents achieved test scores of an average of 4.08 points higher than their counterpart students with “less involved parents.” Gonzalez-pienda et. ~~Al~~ (2002) and Jeynes (2005) display two different benefits of parental involvement. The former determined that an indirect effect of parental involvement (improved self concept), was the driver of academic success, while the latter concluded that highly involved parents directly correlated to increased academic performance.

### Barriers to Parental Involvement

Socioeconomic barriers to parental involvement are commonly cited by researchers as a way to explain the disparity in parental involvement of children analyzed in various data sets. ~~Suresh Kumar N.~~ Vellemalay (2012) used purposive sampling of 80 Indian students to determine that household income had a greater impact on parental involvement than occupation, and education level. The results of this study serve to indicate that household income is the main cause of the barriers that inhibit parental involvement. A qualitative study conducted by ~~Jane~~ ~~Graves~~ Smith (2002) collected observational data at committee meetings for Clark Elementary school, located in the pacific Northwest. Parents were cited to have voiced their personal challenges regarding parental involvement. Smith noted that while income level and employment were common factors, many parents of students were non-native speakers with limited English skills. Smith also noted that through open communication and informal opportunities to build

relationships between parents and schools, which is one of Epstein's models of parental involvement, Epstein (1987), the understanding of families increased. Smith's qualitative study appears to display an example of utilizing Epstein's model of parental involvement when faced with different socioeconomic and cultural barriers.

### Gaps in Research

It is important to note that outside of Western society, different models of parental involvement exist and are displayed in the qualitative study conducted by ~~Aileen~~ Garcia, and ~~Maria~~ Rosario de Guzman in 2020 regarding parental involvement of low income Filipino parents. While in Western society, total working hours for socioeconomically disadvantaged parents may be considered a barrier to parental involvement, Garcia and Rosario (2020) describe respondents citing working to earn money as an active form of parental involvement for their child. These findings may present a potential gap in research of parental involvement, raising the question of how parents of different socioeconomic statuses personally define their involvement. The research of Garcia and Rosario (2020) questions whether or not a socioeconomically challenged parent can really be considered "less involved," a term used by Jeynes (2005), merely because their socioeconomic barriers limit their involvement to providing basic needs. It can be drawn from Garcia and Rosario (2020) that the western definition of family involvement could potentially be economically **biased**.

## References

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