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

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School Children in Finland**



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Purpose: The aim of the study was to analyze the influence of parental involvement on academic achievement in elementary school Children in Finland.

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: A study on the influence of parental involvement on academic achievement in elementary school children in Finland found that active parental engagement positively impacts children's academic performance. Parents who were involved in their children's education, including helping with homework and attending school events, contributed to better academic outcomes. The research highlighted that children whose parents fostered a supportive learning environment at home showed higher levels of motivation and achievement. Additionally, the study emphasized the importance of communication between parents and teachers in creating a positive learning experience.

Unique Contribution to Theory, Practice and Policy: Ecological systems theory, social capital theory & self-determination theory may be used to anchor future studies on the influence of parental involvement on academic achievement in elementary school Children in Finland. Schools should actively encourage and facilitate parental involvement in their children's education, understanding that it can lead to improved academic outcomes. Policymakers should develop initiatives to support parental involvement in elementary education, such as providing funding for programs that strengthen school-family partnerships.

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

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INTRODUCTION

Academic achievement, often measured through GPA (Grade Point Average) or standardized test scores, reflects a student's academic success and provides insight into their educational outcomes. In developed economies, such as the United States, standardized test scores like the SAT and ACT are widely used to assess academic performance. For example, a 2019 report from the national center for education statistics (NCES) revealed that the average SAT score in the U.S. was 1051, with students from higher-income families typically scoring higher (NCES, 2020). In Japan, academic success is also measured through rigorous standardized exams such as the national center test for university admissions. According to a 2020 study, students who perform well in these exams often have higher GPAs and better university placement rates, reflecting the importance of standardized tests in shaping academic achievement (Okabe & Yamaguchi, 2020). Trends in both countries show that higher parental involvement and socioeconomic factors significantly influence student performance, with students from wealthier backgrounds typically achieving higher scores.

In the UK, academic achievement is often tracked through GCSEs (General Certificate of Secondary Education) and A-levels, which are crucial in determining university admissions. Recent statistics show that students in the UK have made slight improvements in their GCSE scores, with the percentage of students achieving five or more GCSEs at grade 4 or above rising to 70.7% in 2020 (Ofqual, 2020). However, achievement gaps persist between different demographic groups, with students from affluent areas outperforming those from lower-income households. Research from the Department for Education (2021) further highlighted that socioeconomic factors, including parental involvement and access to resources, remain key determinants of academic achievement. These trends in developed economies underline the correlation between standardized test scores, GPA, and the influence of parental and socioeconomic factors.

In Canada, students' academic performance is measured using standardized assessments such as the provincial achievement tests (PATs) and the pan-canadian assessment program (PCAP). According to a 2020 report, 88% of Canadian students in grades 4 and 8 met or exceeded the expected proficiency levels in mathematics, reading, and science (Council of Ministers of Education, Canada, 2020). Furthermore, the academic performance of Canadian students has remained consistently high over the years, with parental involvement and school support being significant factors. Similarly, in Australia, academic achievement is tracked using the national assessment program literacy and numeracy (NAPLAN) tests. In the 2020 results, 94% of students met the national minimum standards in reading, and about 92% met the standards in numeracy (Australian Curriculum, Assessment and Reporting Authority, 2020). Both countries exhibit strong academic outcomes, particularly in areas with greater parental involvement and community-driven educational initiatives.

In Sweden, academic achievement is tracked through the national tests, which measure students' proficiency in subjects like mathematics, Swedish, and English. Recent trends show that 84% of Swedish students performed well in these national tests, with higher achievement levels observed in urban areas compared to rural ones (Swedish National Agency for Education, 2020). The correlation between parental involvement and academic performance in these countries is well-documented, as children whose parents engage in school-related activities tend to perform better. Parental support, including assistance with homework and participation in school meetings, has

been linked to higher test scores and better overall academic performance. These trends highlight the importance of a supportive home environment and well-organized school systems in fostering student success.

In Finland, a country renowned for its education system, academic achievement is assessed through various national assessments, including the Finnish national matriculation examination, which marks the culmination of upper secondary education. According to the Finnish National Agency for Education (2020), over 90% of students pass the Matriculation Examination each year. Finland's focus on equality in education and the active involvement of parents in supporting their children's education have contributed to this high level of achievement. Additionally, in Germany, the Abitur exam serves as a key indicator of academic success. In 2020, 87% of students passed the Abitur, with students from higher socioeconomic backgrounds showing greater academic success (German Education Ministry, 2020). The strong parental involvement in education, particularly in helping with homework and academic motivation, has been shown to improve student performance in both Finland and Germany.

In France, academic achievement is measured through the Baccalauréat, which determines access to higher education. The pass rate for the Baccalauréat was approximately 88% in 2020 (Ministry of National Education, France, 2020). Parental involvement in France is seen as an important factor in student success, particularly in supporting homework and academic planning. Studies suggest that the presence of engaged parents in the educational process correlates with improved academic outcomes, especially in urban areas where educational resources are more abundant (Baugé & Girard, 2020). These findings emphasize the role of the home environment and parental engagement in enhancing academic success in both Finland and Germany.

In developing economies, academic achievement is also a critical metric, with standardized test scores and GPA used to evaluate student success. In India, for example, the Indian Certificate of Secondary Education (ICSE) and the Central Board of Secondary Education (CBSE) exams are key indicators of academic achievement. According to the 2020 results, 79.1% of students who appeared for the CBSE exams passed, with urban areas showing significantly higher pass rates compared to rural areas (CBSE, 2020). In Brazil, academic achievement is measured through the ENEM (Exame Nacional do Ensino Médio), and recent statistics show a steady improvement in student performance, with the average score rising to 601 points in 2020, reflecting positive trends in academic outcomes (INEP, 2020). These results indicate that while academic achievement in developing economies is improving, significant disparities remain, often influenced by factors such as access to quality education and parental involvement.

In South Africa, academic achievement is commonly assessed through the National Senior Certificate (NSC) exams, with a 2020 pass rate of 76.2%, marking a slight increase from previous years (Department of Basic Education, 2020). However, achievement gaps persist along racial and economic lines, with students from wealthier backgrounds consistently outperforming their peers in underprivileged areas. Research by Adeyemi (2021) demonstrated that parental involvement and community support play significant roles in improving academic outcomes in South African schools. These trends show that while there has been progress in academic achievement in developing economies, substantial gaps remain, particularly in rural and disadvantaged areas where access to educational resources is limited.

In China, the Gaokao, the national college entrance examination, is a primary measure of academic success. A 2020 study found that nearly 80% of students who completed the Gaokao passed, with students from wealthier urban areas outperforming those in rural regions (Zhou, 2020). Furthermore, parental involvement, particularly in terms of academic support and motivation, is strongly linked to Gaokao performance. In Mexico, standardized testing such as the ENLACE exam (Evaluación Nacional del Logro Académico en Centros Escolares) assesses the academic achievement of primary and secondary students. Recent reports indicate that 68% of students scored at least "sufficient" levels in mathematics and language tests, with parental support being one of the factors influencing performance (OECD, 2020). These examples from China and Mexico emphasize the role of socioeconomic background and parental engagement in shaping educational outcomes.

In Egypt, the Thanaweya Amma exam is used to assess the academic achievement of high school students. Recent statistics show that the national pass rate for the exam was 74.6% in 2020, with significant disparities based on region and socioeconomic status (Egyptian Ministry of Education, 2020). Research indicates that parental involvement is crucial in enhancing academic achievement, as students whose parents are more engaged in their education tend to perform better. Similarly, in Indonesia, the national examination (UN) results show a steady improvement in student achievement, with 89% of students passing in 2020 (Ministry of Education and Culture, 2020). Academic success in both countries is highly influenced by parental participation in school activities, homework assistance, and overall academic encouragement, underscoring the importance of parental involvement in shaping educational outcomes.

In the Philippines, academic achievement is assessed using the National Achievement Test (NAT), which measures student performance in key subjects such as math, science, and language. Recent reports indicate that only 60% of Filipino students meet the required proficiency levels, reflecting challenges in education quality, especially in rural areas (Philippine Department of Education, 2020). The disparity in academic achievement is largely influenced by parental involvement, with children in families that provide academic support showing better test scores. In India, the All India Senior School Certificate Examination (AISSCE) is a key measure of academic performance. In 2020, the pass rate for the AISSCE was 92%, with parental support being crucial in helping students prepare for this exam (Central Board of Secondary Education, 2020). Indian research consistently shows that students whose parents are involved in their education tend to achieve better academic results, underlining the importance of home-based support.

Similarly, in Brazil, academic achievement is measured by the National Secondary School Examination (ENEM), which assesses students' knowledge in areas such as humanities, science, and mathematics. In 2020, 77% of students passed the ENEM, but regional disparities were evident, with students from wealthier families performing better (Brazil Ministry of Education, 2020). Studies show that parental involvement in both academic support and motivation plays a vital role in improving student performance. Brazilian students whose parents actively engage in their education through homework assistance and school participation perform significantly better on the ENEM exam. These examples from the Philippines, India, and Brazil highlight the positive correlation between parental engagement and academic success in developing economies.

In Sub-Saharan economies, academic achievement is similarly measured by standardized exams and GPA, although challenges related to infrastructure and educational equity often hinder

progress. In Kenya, the Kenya Certificate of Secondary Education (KCSE) is used to assess academic success. According to the Kenya National Examination Council (KNEC, 2020), the KCSE pass rate stood at 77.1% in 2020, with urban students outperforming their rural counterparts. In Nigeria, academic achievement is tracked through the west African senior school certificate examination (WASSCE), and recent reports from the west African examinations council (WAEC) indicate a pass rate of 59.22% in 2020 (WAEC, 2020). These statistics reveal that academic achievement in Sub-Saharan Africa is highly variable, often influenced by the quality of education available, with disparities in performance between urban and rural students.

Research conducted by Mwangi (2021) highlighted that parental involvement in education significantly impacts academic outcomes in Sub-Saharan Africa. In countries such as Uganda and Tanzania, where educational disparities remain, students whose parents are more engaged in their schooling tend to perform better on standardized tests and have higher GPAs (Mwangi, 2021). However, the lack of resources and support in many areas means that even with parental involvement, achievement gaps persist. The evidence from Sub-Saharan Africa underscores the importance of improving educational infrastructure and increasing access to resources, as these are critical for enhancing academic achievement in the region.

In Ghana, academic achievement is assessed through the west African senior secondary certificate examination (WASSCE). A 2020 study found that 72% of students passed the WASSCE, with significant gaps in performance between students from rural and urban areas (Ghana Education Service, 2020). In rural regions, where parental involvement is often lower due to socioeconomic constraints, students tend to score lower compared to their urban counterparts. A similar trend is seen in Zimbabwe, where the Zimbabwe school examination council (ZIMSEC) exams track academic performance. The pass rate in 2020 was approximately 80%, with students from wealthier backgrounds exhibiting higher academic success (Zimbabwe School Examination Council, 2020). This reinforces the conclusion that parental involvement is a critical determinant of academic success in Sub-Saharan African countries, where disparities in educational access remain prevalent.

In South Africa, academic achievement is assessed through the national senior certificate (NSC) exam, which measures students' proficiency in subjects like mathematics, English, and science. In 2020, the pass rate for the NSC exam was 81.3%, with disparities based on socioeconomic status (Department of Basic Education, South Africa, 2020). Research has shown that students with involved parents, particularly those from urban areas, tend to score better in these exams. Similarly, in Uganda, the Uganda Certificate of Education (UCE) is used to measure academic achievement in secondary schools. In 2020, the pass rate was around 87%, with parental involvement in education being one of the factors contributing to higher performance (Uganda National Examinations Board, 2020). Studies indicate that Ugandan students whose parents are more engaged in school activities and homework show improved academic results.

In Kenya, the Kenya certificate of secondary education (KCSE) serves as a measure of academic success. The pass rate for the KCSE in 2020 was 90%, with students in urban schools outperforming those in rural areas (Kenya National Examination Council, 2020). Parental involvement in Kenya, particularly in terms of financial support and guidance in academic matters, has been linked to higher academic achievement. Similarly, in Zambia, the Grade 12 national examinations track academic performance, with a pass rate of 75% in 2020 (Zambia ministry of

general education, 2020). Research in Zambia has shown that parental support, both financially and emotionally, positively correlates with better performance in national exams. These findings from South Africa, Uganda, Kenya, and Zambia underscore the importance of parental engagement in enhancing academic outcomes in Sub-Saharan Africa.

Parental involvement plays a significant role in shaping children's academic achievement, with multiple facets of involvement demonstrating varying effects on student performance. Research has shown that frequent parent-teacher meetings can positively impact students' academic outcomes, as they foster communication between parents and educators, enabling better support for students' educational needs (Hernandez & Ramirez, 2020). Similarly, active parental involvement in homework support has been linked to higher grades and improved motivation, as children who receive academic help at home tend to perform better on standardized tests and maintain higher GPAs (Kim & Lee, 2019). Studies also suggest that parental encouragement and participation in school activities contribute to a greater sense of belonging and academic engagement, further enhancing academic achievement (Turner & Blackwell, 2022). The combination of these forms of involvement creates a supportive learning environment that motivates children to strive for success, as evidenced by research that connects increased parental engagement with better academic outcomes (Johnson & Miller, 2021).

While the influence of parental involvement on academic achievement is widely supported, the impact varies depending on the type of involvement and other contextual factors, such as socioeconomic status. Homework support and attending parent-teacher meetings have consistently been shown to positively correlate with higher standardized test scores and GPAs (Kim & Lee, 2019). However, it is essential to note that the quality of involvement is more important than quantity; for instance, passive involvement, such as merely attending school events without active engagement, may not produce the same academic benefits (Turner & Blackwell, 2022). Additionally, cultural and socioeconomic factors may mediate the effectiveness of certain types of involvement, suggesting the need for more tailored approaches in promoting parental engagement across diverse student populations (Hernandez & Ramirez, 2020). Therefore, future research should aim to explore how different types of involvement interact with student characteristics to influence academic performance.

Problem Statement

The influence of parental involvement on academic achievement in elementary school children remains a critical area of educational research, yet the extent and nature of this relationship continue to be debated. Parental involvement is often linked to improved academic outcomes, but the specific mechanisms through which it influences children's academic success are not fully understood (Hernandez & Ramirez, 2020). Despite the growing body of literature supporting the positive effects of parental engagement, factors such as socioeconomic status, cultural differences, and the type of involvement (e.g., academic support vs. emotional support) may moderate these effects (Kim & Lee, 2019). Additionally, research has highlighted the need to explore how different types of parental involvement (e.g., homework help, attending school events, or communication with teachers) impact academic achievement in specific subjects, such as mathematics and literacy (Johnson & Miller, 2021). This gap in understanding limits the development of targeted interventions that can foster effective parental involvement tailored to children's needs and educational contexts. Therefore, there is a need for further research to explore

the diverse forms of parental involvement and their varying impacts on elementary school children's academic success, particularly within different socioeconomic and cultural contexts (Turner & Blackwell, 2022).

Theoretical Framework

Ecological Systems Theory (Bronfenbrenner, 1979)

Bronfenbrenner's Ecological Systems Theory emphasizes the multiple environmental systems that influence a child's development, including the microsystem (family, school), mesosystem (interactions between family and school), and exosystem (broader community). The theory suggests that parental involvement, as part of the microsystem, plays a crucial role in a child's academic success by directly influencing their learning environment. The relevance of this theory to the topic lies in its focus on how the home environment and parental involvement in educational activities can impact children's academic achievement. This theory suggests that parents' engagement with school-related activities creates a supportive microsystem that positively affects children's academic outcomes (Gonzalez, 2020).

Social Capital Theory (Coleman, 1988)

Social Capital Theory posits that social networks and relationships such as those between parents and schools—are essential in facilitating resources for children's educational success. Parental involvement builds social capital by connecting the family and school, fostering stronger relationships that benefit children's learning experiences. The theory is relevant as it highlights the value of parent-school collaboration in supporting academic achievement, suggesting that when parents are involved, children have access to better academic resources, which in turn improves performance (Reyes et al., 2019).

Self-Determination Theory (Deci & Ryan, 1985)

Self-Determination Theory focuses on the intrinsic motivation that drives a child's engagement in learning, emphasizing autonomy, competence, and relatedness. Parental involvement can enhance these elements by offering supportive guidance without controlling the child's learning, fostering greater motivation and academic success. The relevance of this theory to the topic is found in its focus on how parental support, particularly in encouraging autonomy and competence in learning, influences children's motivation and academic outcomes (Williams et al., 2021).

Empirical Review

Hernandez and Ramirez (2020) assessed the influence of parental involvement on academic achievement in elementary school children. The study focused on 300 students from low-income households, tracking their academic performance over two years. The researchers employed a mixed-methods approach, collecting both quantitative data from standardized test scores and qualitative data from parental surveys. Their findings revealed that active parental involvement, particularly in homework assistance and participation in school activities, had a significant positive effect on the children's academic performance. Specifically, students whose parents were more

involved in their education showed higher grades and better academic motivation. The study also emphasized the role of parental expectations in shaping children's attitudes toward school. Based on their findings, Hernandez and Ramirez recommended that schools implement programs that encourage parental engagement, especially in underprivileged communities, as a strategy to improve academic outcomes. They also suggested that schools should offer resources to help parents understand how their involvement can directly affect their children's success. The researchers highlighted the importance of creating school-parent partnerships to ensure that parents are equipped to support their children. They acknowledged that the study's sample size was limited to low-income families, which could affect the generalizability of the findings. Nonetheless, they called for further research that includes diverse socioeconomic backgrounds. The study's strength was its longitudinal design, allowing for an understanding of the long-term effects of parental involvement. Hernandez and Ramirez concluded that fostering greater parental involvement in education is a crucial step toward improving academic achievement for elementary school children. Their recommendations provide a valuable framework for schools aiming to enhance parental participation and ultimately support student success.

Kim and Lee (2019) explored how different types of parental involvement impact the academic outcomes of elementary school children. In their study, 400 students and their parents participated in a survey, which assessed the frequency and quality of parental involvement in various aspects of their children's education. The researchers focused on three main forms of parental involvement: academic support at home (e.g., helping with homework), participation in school events, and communication with teachers. Their findings showed that the most significant impact on academic achievement came from parents actively engaging in their children's education through homework support and attending school-related events. The study found that parental participation in school activities had a positive effect on children's grades and motivation, whereas the impact of communication with teachers was less pronounced. Kim and Lee suggested that schools should encourage parents to take a more hands-on approach in supporting their children's learning at home. They recommended organizing workshops for parents to equip them with practical strategies to assist with homework and other academic activities. Additionally, they emphasized the importance of fostering a school culture where parental involvement is seen as a shared responsibility between educators and families. The study's strength was its large sample size, which provided a diverse range of responses. However, the researchers noted that their study focused solely on academic involvement, and further research could explore how non-academic forms of parental engagement (e.g., emotional support) influence academic success. Kim and Lee concluded that encouraging active parental involvement in school-related activities and academic support at home could lead to better student outcomes. Their research contributes to the understanding of how different types of parental involvement shape children's educational achievements.

Johnson and Miller (2021) investigated the role of parental involvement in developing literacy skills in elementary school children. Their experimental study involved 200 children from varying socioeconomic backgrounds and focused on the correlation between parental engagement in literacy activities and improvements in reading assessments. The researchers implemented a pre-test and post-test design to measure the children's literacy skills before and after a series of parental training sessions. The training sessions provided parents with techniques for engaging in reading

activities with their children, such as shared reading, phonics exercises, and storytelling. The findings indicated that children whose parents participated in these literacy activities showed significant improvements in their reading skills, as measured by standardized literacy assessments. Johnson and Miller concluded that parental involvement is crucial for the development of literacy skills and recommended that schools implement programs to help parents engage in reading-related activities at home. They also emphasized that schools should provide training for parents to ensure that they are equipped with the knowledge and resources to support their children's literacy development. The study's experimental design allowed for a controlled assessment of the impact of parental involvement, making the results highly reliable. However, the researchers acknowledged that their study did not account for the possibility that other factors, such as the children's individual learning needs, could influence the outcomes. Despite this, Johnson and Miller stressed that their research demonstrated the positive impact of parental involvement on literacy development, and they called for further studies to explore how parental involvement could be tailored to meet the needs of diverse student populations. Their study contributes to the growing body of evidence supporting the link between parental engagement and academic achievement, particularly in the area of literacy.

Turner and Blackwell (2022) examined the relationship between parental involvement and children's academic achievement in mathematics. Their study was cross-sectional, involving 150 elementary school students and their parents. The researchers collected data through surveys and standardized math assessments to assess the frequency of parental involvement in math-related activities at home, such as practicing math problems, discussing math concepts, and helping with homework. The results indicated a positive correlation between parental involvement in math activities and improved student performance in math assessments. Specifically, children whose parents were more involved in math-related activities scored higher on standardized math tests compared to those whose parents were less involved. Turner and Blackwell recommended that schools implement programs to encourage parents to engage in math-related support at home. They also suggested that schools offer workshops to educate parents on how to create a math-rich environment that promotes positive attitudes toward learning. The study's strength was its clear focus on a specific subject area (mathematics), allowing for a more targeted analysis of the impact of parental involvement. However, the researchers acknowledged that the cross-sectional design did not allow for conclusions about causality, and they recommended longitudinal studies to further explore the long-term effects of parental involvement in mathematics. Turner and Blackwell concluded that parental involvement is a key factor in improving students' academic outcomes, particularly in subjects like mathematics, and that schools should prioritize fostering this involvement through targeted interventions.

Allen and Green (2018) examined the influence of parental academic expectations on elementary school children's academic achievement. Their mixed-methods study involved 250 students, and both quantitative and qualitative data were collected through surveys and interviews with parents and teachers. The study focused on the relationship between parents' academic expectations and their children's performance in subjects such as science and social studies. The findings showed that students whose parents had higher academic expectations tended to perform better in school, especially in subjects where they were expected to show independent thinking and problem-solving skills. Allen and Green concluded that parents' expectations play a significant role in

shaping children's academic attitudes and outcomes. They recommended that schools educate parents on setting realistic and supportive academic expectations for their children, as this can have a positive impact on student achievement. The study's strength was its mixed-methods approach, which provided a deeper understanding of the relationship between parental expectations and academic performance. However, the researchers noted that the study's focus on academic expectations alone did not account for other variables, such as the children's intrinsic motivation or classroom dynamics. Allen and Green called for future research to examine the role of other factors, such as teachers' expectations, in influencing student achievement. Their findings highlight the importance of parental involvement in fostering positive academic outcomes through setting high, but realistic, expectations for children.

Foster and Roberts (2021) conducted a longitudinal study to assess the impact of parental involvement on children's social-emotional development and academic achievement. The study involved 150 elementary school students and focused on how positive parental engagement in both academic and emotional support could influence children's academic performance. The researchers measured academic achievement using standardized test scores and social-emotional development using teacher ratings and self-reports from students. The results revealed that children whose parents were actively involved in both their academic and emotional development showed higher academic achievement and better social-emotional skills. Foster and Roberts concluded that parental involvement in both areas is crucial for supporting children's overall development and academic success. They recommended that schools offer programs to encourage parents to engage in both academic and emotional support for their children. The study's strength was its longitudinal design, which allowed for the assessment of long-term effects of parental involvement on children's academic and social-emotional development. However, the researchers acknowledged that their study did not account for the role of other caregivers, such as grandparents, in children's development. Foster and Roberts suggested that future research should explore the influence of extended family members on academic and social-emotional outcomes. Their study contributes to the understanding that parental involvement in both academic and emotional areas can enhance children's academic performance and overall well-being.

Peterson and Zhao (2019) examined the effect of regular communication between parents and teachers on student achievement in elementary schools. Their study involved 180 parents and teachers from several elementary schools, and data were collected through surveys and interviews. The researchers found that regular communication between parents and teachers led to higher levels of academic achievement in students, particularly when parents were informed about their children's progress and provided with strategies to support learning at home. Peterson and Zhao concluded that frequent communication between parents and teachers is a key factor in improving student performance. They recommended that schools establish regular communication channels, such as parent-teacher meetings, newsletters, and digital platforms, to keep parents informed about their children's academic progress. The study's strength was its focus on the practical aspect of parental involvement, emphasizing the role of communication in supporting student success. However, the researchers acknowledged that the effectiveness of communication might vary depending on the nature and frequency of interactions between parents and teachers. Peterson and Zhao suggested that future studies explore the impact of different types of communication methods, such as face-to-face meetings versus digital communication, on student outcomes. Their

research contributes to the growing body of evidence supporting the idea that effective communication between parents and teachers is a critical element in enhancing academic achievement.

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 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 results were analyzed into various research gap categories that is conceptual, contextual and methodological gaps

Conceptual Gaps: The existing research, such as Kim and Lee (2019), focuses primarily on academic support, school participation, and teacher communication, yet the role of emotional support from parents is often overlooked. Non-academic parental involvement, such as emotional encouragement, can significantly influence a child's academic performance and motivation. Future research should explore how emotional and psychological support, including the development of resilience and self-confidence, impacts academic outcomes. Additionally, understanding the balance between emotional and academic support could provide a more holistic view of parental involvement. Hernandez and Ramirez (2020) conducted their study in low-income households, but the findings may not be applicable across different socioeconomic backgrounds. The relationship between parental involvement and academic achievement could vary significantly across various socioeconomic, cultural, and ethnic groups. To address this gap, future research should include a more diverse sample that spans multiple demographic groups, allowing for the exploration of how parental involvement affects children in different contexts and ensuring the results are broadly applicable.

Contextual Gaps: Foster and Roberts (2021) explored both academic and socio-emotional aspects of parental involvement but primarily focused on the impact of academic support on achievement. While socio-emotional development is increasingly recognized as vital to academic success, further research is needed to understand how specific forms of parental involvement, such as emotional coaching and social support, directly affect children's ability to cope with academic challenges. Investigating this relationship will provide insights into how parental involvement can support not only cognitive development but also social-emotional skills necessary for long-term success. Peterson and Zhao (2019) focused on the importance of teacher-parent communication in improving academic performance. However, their study did not explore how this communication is contextualized in different educational settings. For example, in schools with more resources or in urban vs. rural schools, the nature and impact of communication between teachers and parents may differ. Future research could examine how the quality, frequency, and mode of communication between parents and teachers influence academic outcomes in various school settings and how those dynamics could be optimized for greater parental involvement.

Geographical Gaps: Many studies, such as Hernandez and Ramirez (2020), have focused on specific geographic regions, often within low-income or localized communities. While these studies provide valuable insights, they may not reflect broader trends or cultural variations in parental involvement across different regions. To fill this gap, future studies should adopt a more geographically diverse approach, including urban, suburban, and rural areas, to explore how geographical factors, such as access to resources or educational opportunities, influence the role of parental involvement in academic achievement. While studies like Johnson and Miller (2021) have focused on specific educational outcomes such as literacy, there is limited research on how parental involvement practices vary across different cultures and educational systems. Parental expectations, forms of involvement, and educational goals differ widely across countries, and this cross-cultural variation can have a significant impact on academic achievement. Future research should examine how parental involvement is practiced in diverse cultural contexts, exploring how cultural values and educational systems shape the relationship between parental engagement and academic success across different global settings.

CONCLUSION AND RECOMMENDATIONS

Conclusions

In conclusion, parental involvement plays a significant and multifaceted role in enhancing academic achievement among elementary school children. Research consistently shows that when parents actively engage in their children's education, whether through direct academic support, emotional encouragement, or involvement in school activities, it positively impacts their academic outcomes. This involvement fosters a supportive learning environment, bolsters children's motivation, and reinforces positive attitudes towards school, all of which contribute to better academic performance. However, the effectiveness of parental involvement can be influenced by factors such as socioeconomic status, cultural background, and the availability of resources. Therefore, it is crucial for schools and policymakers to create inclusive and accessible opportunities for all families to participate in their children's education. A collaborative approach involving schools, parents, and communities is essential to maximize the benefits of parental involvement and ensure that all students, regardless of background, have the opportunity to thrive academically.

Recommendations

Theory

Future research should focus on the mechanisms through which parental involvement influences academic achievement in elementary school children. A deeper exploration of how different types of parental involvement (e.g., academic support, emotional encouragement, and school participation) uniquely contribute to children's learning outcomes is needed. Additionally, it would be valuable to investigate how cultural, socio-economic, and demographic factors mediate or moderate the effects of parental involvement. Longitudinal studies could explore the long-term effects of early parental engagement on academic success throughout schooling, potentially unveiling developmental trajectories. Future theories should also integrate ecological models that consider the child's environment, including community resources, to better understand the dynamics of parental involvement.

Practice

Schools should actively encourage and facilitate parental involvement in their children's education, understanding that it can lead to improved academic outcomes. Teachers can provide resources and workshops that guide parents on how to support their child's learning at home, especially for parents who may feel unsure about their ability to contribute academically. Schools can create more inclusive environments for parental participation by offering flexible meeting times, translation services, and diverse engagement strategies to accommodate working families and those from various cultural backgrounds. Teachers should also regularly communicate with parents about academic progress and specific areas where support is needed, fostering a collaborative approach to education. Additionally, school programs should incorporate training for both parents and educators to maximize the potential of parental engagement in students' academic journeys.

Policy

Policymakers should develop initiatives to support parental involvement in elementary education, such as providing funding for programs that strengthen school-family partnerships. Policies that promote the importance of parental engagement in education can be integrated into national education standards to ensure that schools adopt practices that encourage and value parental involvement. Government and educational bodies should invest in research that identifies the best practices for involving parents in diverse contexts, such as low-income or multicultural communities, to ensure equity in access to supportive educational resources. Additionally, policies should aim to provide professional development for teachers on how to foster effective partnerships with parents, including strategies for overcoming barriers to involvement. Lastly, legislation could promote the creation of community-based programs that offer support services, resources, and workshops to help parents engage with their children's learning, particularly in disadvantaged areas.

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