

# **Reviewing The Role of Parents in Education: An Extensive Examination of the Literature**

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**Abstract:** *At every age, parents take an active role in their children's education, and in industrialized nations, school-based parental participation initiatives are common. However, factors that influence parental involvement including its levels and effects have received little attention from economists yet. Parental participation with school-age children is the focus of this study. We carefully analyze theoretical and empirical works conducted outside of economics and conduct a thorough examination of the economic literature on the subject.*

*Research on parents' impromptu engagement might provide insights into the reasons for parents' participation. However, recent regional and national changes may help us better understand how much parental behavior affects their children's achievement. We use this distinction to highlight the unanswered issues in each subject and arrange the material.*

*Parents' involvement in education: a review of the literature*

*At every age, parents actively participate in their children's education, and in developed nations, schools increasingly promote their involvement in the school environment. However, today's economists have paid little attention to the factors that determine, the extent, and the effects of parental involvement in education. This literature review focuses on the role that parents play in their children's school-age education. We review the whole body of economic literature on the subject and selectively look at theoretical and empirical studies from other fields of study.*

*Research on parents' spontaneous involvement may provide an explanation for why parents involve themselves. On the other hand, recent local and national reforms may enhance our knowledge of the impact of parental behavior on their children's success. We use this difference to highlight the open questions in each field and organize the literature*

**Keywords:** Research on Parents'

## **I. INTRODUCTION**

The fifth chapter of the best-selling book "Freakonomics" poses the question, "What makes a perfect parent?" (Levitt & Dubner, 2005). For an economist like as Steve Levitt, who views economics as a field "with excellent tools for gaining answers but a serious shortage of interesting questions," there are many appealing aspects of parenting as an art and science. The burgeoning media sector dedicated to parenting reflects the enormous sums of time and money people spend looking for guidance. These days, issues pertaining to childcare and education are being shaped by "parenting theories." However, there is no conclusive data on the advantages of parental investments, and a lot of what is thought to be true in this subject is based on the views of specialists.

Levitt's response to the question of how important parents are to a child's success is, disappointingly, to paraphrase Freakonomics (Levitt & Dubner [2005, p. 175]): "It's not so much about what you do as a parent as it is about who you are."

The explanation is that parental views are greatly influenced by their own upbringing and surroundings, which means that a lot of what parents do may be linked to who they are. Furthermore, in conventional regression analysis, a large portion of the relationship between parental conduct and the outcomes of the kid vanishes when background factors are taken into account.

**Parental involvement and child characteristics**

The features of the kid also influence the behaviors of parental participation. Using data from the US National schooling Longitudinal Study, Muller [1998] demonstrates that parents participate in their sons' and daughters' school lives in somewhat different ways, in ways that are consistent with the wider literature on gendered schooling. While parents may chastise their boys more, they are more caring and controlling toward their girls. Duru-Bellat & Jarousse [1996] demonstrate considerable disparities in parents' expectations about their boys' and daughters' educational careers using data from France, which may have an impact on their engagement.

Additionally, as children grow and adapt to different learning situations, psychologists have shown that family engagement in school varies as well (see Bouffard & Weiss [2008], and the references listed therein). In the primary school years, family participation activities that provide direct teaching and assistance are increasingly common; Gouyon [2004] demonstrates that homework practice decreases progressively with age for France. Adolescence is also seeing an increase in less instrumental types of engagement, such as tracking academic achievement and development, talking about goals for further education, and upholding high standards (Catsambis & Garland [1997]).

According to the psychological process variables, these patterns can be understood as reflecting differing conceptions of parental roles for sons and daughters as well as for children of different ages. The age pattern is also probably related to a general decline in children's sense of efficacy as they approach adolescence as well as a decline in the number of invitations they receive from teachers and children.

**II. PARENTAL INVOLVEMENT PROGRAMMES****An overview**

Parental participation is a dynamic field of social innovation, as we have previously highlighted.

As stated by Hoover-Dempsey & Sandler [1997, p. 8], "while schools cannot realistically hope to alter a student's family status, schools may hope to influence selected parental process variables in the direction of increased parental involvement." This belief underpins the recent and widespread development of school-parent initiatives.

Current programs vary greatly from one another and may be categorized in many different ways. Programs are distinguished by a significant categorization based on the kind of engagement that educational institutions want to promote. Six categories of engagement are distinguished by Joyce L. Epstein (Epstein [1986]; Epstein & Dauber [1991]):

**Type I** participation in household chores, such as supplying school materials, offering overall assistance, and keeping an eye on things.

**Type II** Communications from home to school and from home to school.

**Type III** Support at the school via voluntary work.

**Type IV** support with homework assignments at home.

**Type V** involvement in lobbying, governance, and decision-making processes in schools.

**Type VI** cooperation and communication with neighborhood associations.

Parental education (e.g., language instruction for non-native speakers) is an extra component to many current school-based parenting programs, which aim to develop the abilities of parents by addressing several types of engagement.

Mattingly et al. (2002) found that most US parent engagement programs are multidimensional, with an average of three to four components (as previously described). They based their conclusion on their evaluation of 41 such programs. The bulk of programs contain elements aimed at boosting parent participation in home learning (75%), enhancing parenting abilities (61%), or enhancing communication between the home and the school (54%).

More recently, Desforges & Abouchar (2003) proposed that efforts to increase parental involvement in education fall into three categories: parent training programs that support the psychosocial health and/or interpersonal skills of parents, which are known to be the cornerstones of parental involvement; programs that emphasize the direct relationship between parents and schools; programs that frame parental involvement more broadly in the context of family and community education programs. This categorization separates programs with more general goals from those that have a more focused approach to raising children's accomplishment levels.

### III. CONCLUSION

Economists are not often involved in the policy discussion around parental participation in schools. As we wrap up our study, we want to emphasize the valuable contribution that theoretical and empirical economists can make to our knowledge of parental participation levels and normative policy recommendations.

In the past several years, economists have gained a comparative advantage over other social scientists in the discovery and assessment of safe causal links; still, there aren't many cases in which these techniques are applied to parental participation.

Then, an examination of the roots of parental participation should be added to an economic study of its impact. Numerous psychological and sociological factors that have been mentioned in support of parents' decisions regarding their child's level of involvement can be understood as being connected to either the direct and indirect costs of involvement some of which appear to be controllable by schools or some aspect of parents' utility (such as an investment in their child's social "identity" or an altruistic concern for their child's success). Then, how can varying degrees of parental participation across various groups be explained as the outcome of differential costs or rewards on investment (in a child's identity or success)? What are the patterns of replacements and complementarities with other arguments of the utility function, particularly the inputs from the school and peers' investments?

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