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Family Economic Status and Parental Involvement: Educating Parents using School-Family Partnerships for Student Success in School Context

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Original Article

Family Economic Status and Parental Involvement: Educating Parents using School-Family Partnerships for Student Success in School Context

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Abstract. This article explores the relationship between family economic status and parental involvement in supporting student success through effective school-family partnerships. Using a qualitative literature review approach, the authors analyzed 29 selected studies 20 qualitative and 9 quantitative published within the past decade. The review reveals that family economic status significantly influences the level and quality of parental involvement in children's education. Parents from low-income families often face barriers such as limited time, knowledge, and resources, while those from higher economic backgrounds may display selective involvement due to reliance on external support systems. The study highlights that both extremes of economic status can result in reduced collaboration between parents and schools, ultimately affecting student outcomes. The paper emphasizes the importance of teachers' and counselors' roles in fostering inclusive, culturally responsive partnerships that bridge economic disparities. By integrating insights from family-systems and school-based counseling perspectives, the study advocates for collaborative models that empower parents regardless of their socioeconomic conditions. The authors conclude that sustainable school-family partnerships can enhance students' academic achievement, emotional well-being, and long-term development through equitable access to support and engagement.

Keywords: Family Economic Status, Parental Involvement, School Family Partnerships, Student Success

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Introduction

Parental involvement plays an important role in students' cognitive, behavioral, and emotional development. Research consistently shows that parental involvement has a positive impact on students' academic success, emotional well-being, and social development (Summers et al., 2007; Toraman et al., 2022). Parental support and involvement are associated with student's happiness at school, decreased academic stress, and improved academic processes (Taseer et al., 2023; Toraman et al., 2022). In addition, parental involvement is associated with positive effects on students' behavior, attitudes, and personality, thus influencing their cognitive and social development (Martino et al., 2016). Moreover, parental participation has been associated with higher levels of future career decision-making, self-efficacy, and learning goal

orientation in students so that students can make decisions for themselves (García-Pérez et al., 2020).

The relationship between sociodemographics based on economic status and parental involvement on student achievement is a complex and multi-factorial issue. Several studies have explored this relationship, highlighting the various factors and patterns. Lee & Bowen (2006) investigated the nuances of parental involvement in students' academic lives, emphasizing that parental involvement does not necessarily define children behavior. This suggests that the relationship between parental involvement with either low or middle to high family economic status and student achievement may be influenced by variety of factors beyond the quantity of the involvement or how often parents are involved.

Family economic status plays an important role in parental involvement in children's education. According to research conducted by Wang et al. (2016) low parental involvement is more likely to happen in family with low economic status. Parents from low-income families are more likely to have more challenges in their involvement, such as lack of time, lack of knowledge about the education system or lack of resources. These challenges may further hinder their involvement in their children's education. On the other hand, another research suggests parents from economically well-off families are more likely to be involved in their children's education. This involvement is promoted by higher expectations of their children's educational attainment (Ion et al., 2022).

After stating the possible reasons behind the differences between family economic status and parental involvement for their children's success at school, therefore this case needs to be facilitated by the teachers ability as educators to be able to build partnerships with parents (Hill et al., 2018; Lurie et al., 2021; Smith et al., 2020). Besides, teachers may be in the middle of either understanding the partnership process or not understanding it due to variety of factors, especially in the sociodemographic conditions mentioned above (Hill et al., 2018; Smith et al., 2020, 2021).

Method

The approach used for writing this article is a qualitative approach using literature review from reference books and articles that have been indexed by Scopus (Creswell, 2012; Gay et al., 2012). The author's examination of this article on students' success in school related to family economic status, parental involvement to support the school-family partnership process began with a search of the Harzing Publish or Perish 8 database. The keywords used to find the information in the database are "family economic status, parental involvement, student success", and "school-family partnerships, teacher perceptions, parents perceptions". It was found that there are 133 articles in the last 10 years with related keywords. After the screening process, 29 studies were included for in-depth analysis, consisting of 20 qualitative and 9 quantitative articles. Each study was reviewed to identify its major findings, theoretical frameworks, and implications for educational practice. There were many descriptive articles related to this topic, even so this study is limited to review only 20 qualitative articles and 9 quantitative articles.

Result

Family Economic Status and Student Success in School

When students are highly segregated by school district system or in Indonesia commonly referred to as school zoning system, some resources that contribute to academic success, such as school funding, teacher quality, and peer characteristics, are unequally distributed (Owens, 2018). Moreover, the relationship between family background and economic outcomes largely occurs through mechanisms other than education (Mendolia & Siminski, 2017). The impact of various family factors, including family structure and economic status, on student learning performance has been explored, highlighting the importance of family economic conditions on children's success (Zhang et al., 2021).

Parents who are in low economic status families experience limitations in providing additional resources for their children's education, such as books, learning equipment or additional courses (Parsons et al., 2018). The engagement of parents from resource-limited families can be hampered by their focus on meeting basic needs, limiting the time and energy they can allocate to supporting their children's education (Qiu & Ye, 2023). Parents with low economic status are also faced with the choice of quality schools for their children, affecting their perceptions of and participation in their child's school life (Alperin et al., 2021). Parents who feel the school does not meet their desired educational standards may be less motivated to be actively involved in school activities (Berkowitz et al., 2021). The social stigma associated with low economic status may affect parents' self-confidence and make them reluctant to engage openly in their child's school life. Ultimately, parents may tend to withdraw from school involvement to avoid social judgment or stigma, which can hinder the supposedly mutually supportive relationship between school and family (Reschly & Christenson, 2021).

In addition, in low economic status families, more workloads and responsibilities can leave parents with less time to be actively involved in their children's educational lives (Paulson et al., 2011). Lack of involvement can hinder children's academic development, as they may feel less supported and less motivated by their parents (Kraft & Dougherty, 2013). Parents with low economic status also tend to focus on fulfilling basic needs foods, water, clothings, and shelter. This leaves them with less time, energy and resources to engage in school programs or simply come to meet teachers at school (Núñez et al., 2023).

Problems do not only come to families with low economic status, but also in families with middle to high economic status. Parents with high economic status have a high standard of expectation for the services provided by school counselors (Lurie et al., 2021). If expectations are not met, parents may seek help elsewhere to fill the gap between expectations and reality. Parents with high economic status are also less motivated to be actively involved in the counseling program or communicate with the counselors because they may feel that they already have enough resources, such as asking for a personal assistant, and paying expensive fees to the school without having to participate directly in their child's personal life (Kelchner et al., 2020).

In addition, parents with high economic status also have high privacy and are reluctant to disclose their personal or family issues related to their children to the school (J. Chen et al., 2023; Ion et al., 2022). They think that if the child has internal problems even related to his/her school, then the child's problems should be resolved with the related parties or deal with the parents only. In fact, school counselors aim to help parents understand that family counseling

can support their child's development at school even in situations that seem stable, but are actually not as stable as they seem (M. Chen & Mok, 2023), and they feel less in need of social support from the school environment because they already have strong support networks outside of school such as co-workers, religious communities, and psychologists.

Parent Involvement in Children's Success at School

In the field of education, parental involvement is the key in shaping children's cognitive, social, and emotional development (Epstein, 2005, 2010). This opinion is supported by many of empirical evidence and relevant theories, which emphasize the important impact of parental involvement that happens for years during a child's educational process in both formal and non-formal settings.

Krane & Klevan (2019) describe a critical period of cognitive development in the child's brain. Parental engagement, especially in early childhood, stimulates neural pathways that are important for language acquisition, problem-solving skills and overall cognitive development. Developmental psychology also highlights the fundamental role of early relationships, particularly with parents, in shaping children's social-emotional development. Parental involvement fosters secure attachment, emotional resilience, and the development of interpersonal skills that are essential for positive interactions with peers and educators (Jennerjohn, 2020).

Hamlin & Flessa (2018) confirmed the positive correlation between parental involvement and academic achievement. Students whose parents are actively involved tend to show higher grades, better attendance records, and a greater likelihood of completing homework on time. Parental involvement is not only linked to academic success, but also improves behaviors and attitudes towards learning (DeSpain et al., 2018). Students whose parents are involved often show better in-school behavior, increased learning motivation, and more positive perspective towards this phase of their education.

Positive relationships between parents and teachers are linked to better teacher-child relationships and improved socio-emotional of the children. When parents and teachers collaborate effectively, this can create a supportive environment that promotes children's emotional and social development (Winokur et al., 2022). Parents and teachers working together can foster desirable character traits in children. Both engagements often prioritize character development, such as the cultivation of honesty and moral values, over academic achievement. Engaging families in all-level support systems can also improve academic and behavioral outcomes for all students including those with disabilities (Weingarten et al., 2020). Effective communication and collaboration between schools and families is essential for long-term student success.

Discussion

School-family partnership is not a newly created concept, but rather a concept that has been elevated to a new paradigm in family counseling context derivatives so that parents are involved in the process of child development at school (Christenson & Reschly, 2010; Pavlakis, 2018; Perkins, 2015; Sheridan & Kim, 2015; Smith et al., 2020). This concept originally came from the paradigm of school based family counseling, which is an integrated approach to mental

health interventions that focuses on schools and families to help children overcome their personal problems to succeed in school (Bryan & Holcomb-McCoy, 2007; Gerrard, 2008). Going back even further, an early pioneer of school-based family counseling was Alfred Adler, an Austrian psychiatrist who developed 30 guidance clinics linked to schools in Vienna in the 1920s. Through these guidance clinics, Adler and his colleagues provided counseling to parents and teachers on how to help children cope with problems at home and school. This Adlerian home school counseling approach is strengths-based with an emphasis on helping children develop social interests (Gerrard, 2008).

Early parental involvement in a child's education can form a strong foundation for teacher parent partnerships. The right partnership also requires an open and empathetic attitude on the part of teachers, understanding parents' challenges and needs without judgment (M. P. Evans, 2013; W. P. Evans & Carter, 1997). The Covid-19 pandemic highlighted the importance of maintaining strong family-school partnerships, especially in times of crisis. Schools that communicate effectively and support families, including those perceived as 'hard to reach', will be able to cope better with the challenges posed by schooling and lingering issues (Jones & Forster, 2021).

Teachers who have a deep understanding of the family context and use an inclusive approach can play a key role in motivating and supporting parental involvement, regardless of their economic status. Strong partnerships between teachers and parents can provide holistic support for child development and create a supportive educational environment (MacDonald & Hill, 2022).

Although, there are still barriers found by teachers in establishing partnerships to convey that parental involvement is important for children (Teemant et al., 2021; Winokur et al., 2022). Besides parental involvement in general, it has been suggested that there is a correlation between family economic status - both low and high - and parental involvement with their children at school. On the other hand, there are still many parents who think that when children are at school, it is entirely up to the teachers. Thus, parents will feel indifferent and assume that teachers are unable to handle or assist parents with child development issues, especially in developing countries (Ansong et al., 2017, 2018).

While parents of diverse economic status may face certain barriers in participating in school-based family counseling, it is important to understand and address these barriers to ensure the effectiveness and accessibility of counseling services in schools. As a sociodemographic example to address economic constraints, school-based family counseling models should be designed to be affordable and accessible to families with low economic conditions. This involves collaborative efforts with charitable organizations, government, and community organizations to provide financial and logistical support. With some particular tailored approach, counseling intervention is not only fulfill the needs of the families based on their low and high economic status, counseling programs can also remain as a valuable source of support to improve the well-being of families, parents and children (Suppes, 2022).

Conclusion

Schools may face limited resources to implement these partnerships, including limited budgets, time, and teachers. School counselors, often called guidance counseling teacher, need to receive special training in family counseling and working with families from diverse economic backgrounds. The success of school-based family counseling requires commitment from all parties, including the school, teachers, parents and local government. In the end, the partnership process between schools and families is able to give the same intervention to every family, particularly parents, with the assistance and knowledge needed to support their children's educational journey. This support can result in the improvement of academic outcomes, better socio-emotional development, and long-term success for students from different economic backgrounds. This paper is based solely on a review of existing literature. A follow-up is needed to find facts in the field that are tailored to the location where the researcher is present. It is also necessary to understand specific cultural context to find the causality of parental involvement, family economic status, or add other variables. This article discuss children in general. Whether early childhood, children, or adolescents. For future research, it may be more specifically explained by parents' occupations, children's age categories, and school conditions where children study.

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