A Systematic Review of Parental Involvement in the Education of Their Children

Pandate Romsaitong[1]* & Sumien Sricha Brown[2]

[1] *Faculty of Accountancy, Rangsit University, 52/347 Pahalyothin Road, Pathumthani 1200*

[2] *English Department, The Coach Education, 35 Wannasorn Tower, Phayathai Road, Bangkok 10400*

Article info

Abstract

This systematic review takes a comprehensive look at the literature surrounding the issue of parent involvement in the education of their children. The study provides an in-depth examination into scholars and their theoretically grounded study to explore the correlation between parent involvement in their children's education and the academic success of children. This systematic review finds that, while this is a complicated topic and the nature of parental involvement in education can vary, there is a well-supported consensus among social scientists that there is a positive impact on a child's development when parents are involved in their child's education in some capacity. Parent-teacher relationships have proven to enhance education as well. By fostering, developing, and maintaining a strong relationship between parents and teachers, parents will be confident in their ability to support their child's education. Heterogenous parents vary in their conceptual understanding of education thus impacting their beliefs on engagement. Despite such benefits of parental involvement, barriers inclusive of under-educated parents and broken school systems adversely affect the quality of their child's education. Race and ethnicity hamper African American and Latino parents as well as parents from Kenya and ASEAN from fully engaging in their child's education. This review demonstrates how the relationship between parents, children, and educators can be better organized to maximize this positive effect. The study ends with suggestions as to how these findings can be implemented towards a better education experience.

Introduction

There is a definitive correlation between a child's performance in school and the level to which their parents involve themselves in that process. Considerable research has been conducted over decades that can attest to this claim (Berthelson & Walker, 2008; Bokas, Gualtieri, & Copland; Fantuzzo, Tighe, & Childs, 2000; Merga & Roni, 2018; Molden, 2016; Walker, 2016). However, this literature can be consolidated into a review of findings for the purpose of developing an understanding of how this research can be applied in a practical way. Specifically, the present study seeks to identify the

* Corresponding Author
email: Pandate.R@RSU.AC.TH

nuances of the topic of parents' involvement in their children's education toward the end of developing a sound theoretical understanding of how education systems can best implement parent-teacher-student systems of communication and praxis that will ultimately benefit the academic development of children.

The questions guiding this survey are relatively simple since parents have the inherent duty and obligation to take responsibility for the education of their children. The following questions are used to guide this research: What is the impact of such a hands-on relationship to a child's education? What research has been conducted that guides us in understanding the correlation between parent involvement in childhood education? What are the nuances of this topic? These questions are designed to provide guidance for educational professionals, parents, and educational administrators for developing a better system for the education of children.

Objectives

The current study is a review of the literature about childhood education from various fields. Specifically, this study is designed to provide a broad survey of the literature that utilizes social science methodologies to explore the impact of parental involvement and the various strategies that have been implemented to enhance the educational growth and development of their children. This study will explore previously existing theoretical frameworks regarding parental involvement. These studies are diverse in scope thus exploring the efficacy of enhanced parent-teacher communication and the impact parental involvement has on the academic performance of students. Some studies within this review of literature focus on how race and ethnic identity impact the efficacy of parental involvement while other research studies examine ways in which parents can impact their children outside of the traditional school setting in disparate ways. The goal of the present study is to provide insight into the nuances on the complicated processes by which parents have been involved in their children's education and the mechanisms through which parental involvement has been effective. Moreover, the present study seeks to accentuate the limitations parents face when seeking to get involved in their children's educational development by exploring barriers associated with parental education and institutional shortcomings as well as race and ethnicity. The final product will be a thorough understanding of the subject and future recommendations.

Literature Review
Defining 'involvement.'

When discussing parental 'involvement' in the education of their children, it is crucial to first define the term so as to better understand the variety of activities under analysis in the literature. Parents can be actively involved in the educational process both within the confines of the school, through direct communication with teachers and school administrators and, significantly, in the home. Because these are three very different realms, it makes it particularly complex to explore the overall impact of parental involvement. While some parents may be involved in parent-teacher associations or maintain direct communication with teachers, they may not be as effective by encouraging their child to bring their learning experience home. Conversely, some parents may be very active indirectly with their child's educational process but may be completely cut-off from the teachers and administrators. This study is particularly seeking to explore all of the ways in which parents can be involved in the education process and the benefits and obstacles that come about in the process.

While numerous studies have produced empirically sound data that suggests a positive correlation between specific parental involvement and specific learning outcomes, the data has historically been limited by the fact that parental involvement is not adequately defined (Fantuzzo, Tighe, & Childs, 2000). In response to definitions of parental involvement being unidirectional and narrow, Fantuzzo, Tighe, & Childs sought to rectify this shortcoming at the turn of the twenty-first century; building off of Dr. Joyce Epstein's theory of parental involvement, the researchers developed a questionnaire that took various aspects of parental involvement into account (Fantuzzo, Tighe, & Childs, 2000). Epstein's theory identifies six types of parental involvement: parenting, communicating, volunteering, learning at home, school decision-making, and community collaboration; the Family Involvement Questionnaire (FIQ) sought to take all of these realms of involvement into account. The FIQ is an important instrument that allows researchers the opportunity to measure and operationalize various dimensions of parental involvement thereby examining the manner in which parents support their children's education (Fantuzzo, Tighe, & Childs, 2000; Grover, Houlihan, & Campana, 2016). In response to these needs, the FIQ is comprised of a total of three distinct dimensions inclusive of home-based involvement, school-based involvement and

home-school conferencing. Home-based involvement entails all behaviors that aid in promoting and creating an environment conducive to learning for children in the home (Fantuzzo, Tighe, & Childs, 2000). Moreover, school-based involvement is measured in accordance with parental activities and behaviors parents tend to engage in at school such as volunteering in their children's classroom and attending field trips (Fantuzzo, Tighe, & Childs, 2000). The FIQ's last dimension, home-school conferencing is based on communication between parents and teachers or other school personnel regarding their child's education and academic progress (Fantuzzo, Tighe, & Childs, 2000; Grover, Houlihan, & Campana, 2016) research broke significant ground, providing evidence that suggested a two-parent household was more conducive to a strong regiment of parental involvement in childhood education.

While the FIQ was a significant milestone in developing a thorough understanding of this subject, it barely scratches the surface of how households can be conducive or hindering education. A study conducted by Dewitt, Archer, & Osborne (2012) suggests that students can be greatly affected by cultural conceptions of the sciences as they progress through primary school; this study found that households can vary wildly in their collective understanding of 'science' utilizing discourses that paint scientists as naturally brilliant and therefore social outliers or portraying science as a perfectly attainable profession for anyone interested (Dewitt, Archer, & Osborne, 2012). This is significant in that it points to the fact that not only parents able to affect their child's educational process directly through active means, but indirectly through passive means such as the discourse they use in conversating on the day-to-day regarding subjects like science or engineering.

Parents can be involved in their child's education in more ways than the word 'involvement' suggests, so it is vital to maintain a definition of this word that encompasses all of the various means by which parents can affect the educational process. Involvement extends well beyond the traditional classroom setting and transcends to the home (Fantuzzo, Tighe, & Childs, 2000; Grover, Houlihan, & Campana, 2016). Communication in the form of phone calls, emails, letters, and newsletters contributes to the educational process. Parents may also actively engage in managing homework, papers, and projects, all of which play a quintessential role in their child's academic performance. Epstein's theory provides a further extension of the way parents can become involved in their child's education. According to Epstein's theory, a set of overlapping influential spheres such as the family, school, and community encourages children to learn and grow (Epstein, 2001; Griffin & Steen, 2018). Epstein's theory is measured in accordance with six types of school-family-community involvement that exist inclusive of collaborating with the community, communicating, decision-making, learning at home, parenting, and volunteering (Griffin & Steen, 2018; Stefanski,Valli, & Jacobson, 2016). Epstein's framework is of significance to parental involvement yet fails to address issues that accompany the six types of involvement noted within his theory (collaborating with the community, communicating, decision-making, learning at home, parenting, and volunteering) (Griffin & Steen, 2018). This study seeks to broaden Epstein's theoretical framework.

Parent-teacher relationships.

The relationship between parents and teachers is an integral aspect of this discussion. The basis of this relationship must be a cohesive system of communication and organizing that has a child's education as the focal point. Allowing parents to be involved beyond cursory updates on learning-related matters is the foundation of this productive partnership; because parents have a different perspective than educators, they can be valuable resources in developing and organizing broader parent-teacher collectives (Bokas, Gualtieri, & Copland, 2016). Parents must be considered as heterogeneous, coming to the table with various levels of skill and confidence in helping with their child's education, making these collective all the more necessary in providing support to parents themselves. Teachers that actively communicate with parents can also help organize training sessions for parents of students who require extra support or enrichment (Bokas, Gualtieri, & Copland, 2016). Studies suggest that teachers and parents are often largely in agreement with the value they place on the school to home communications, which they believe helps them work together as a team to improve student learning (Molden, 2016). The communication between parents and schools is defined by the schools themselves, which can determine the level and nature of parental involvement in education (Berthelson & Walker, 2008).

A recent study by Walker has reinforced this notion while also putting a finer point on it. Walker's study emphasizes the unique role of parent-teacher organizations; how they make a difference to student

outcomes far beyond the individual contributions of parents and teachers (Walker, 2016). Walker's study suggests that parent-teacher programs and organizations work best when they have a strong theoretical framing in psychological research and studies of parental involvement; specifically, these programs should target a wide range of effective parental involvement behaviors, especially as they pertain to students' aspiration and socialization at school, and specifically be grounded in the beliefs of the parents about how they believe they should be involved in the education process (Walker, 2016). Walker's study is significant because it addresses the fact that parental involvement is a nuanced process with a variety of methods and emphasizes the particular role of the parent in the process.

The connection between parents and teachers is the backbone of parental involvement, but this connection must be grounded in the particular context of the parents themselves. The partnerships between schools and families must be defined by shared goals, contributions, and accountability (Reschly & Christenson, 2012). These relationships must be defined in terms of shared principles, healthy communications, and shared decision-making processes that account for the various needs of the community as a whole (Reschly & Christenson, 2012). These issues will be explored in greater detail in later sections of this study pertaining to the barriers that parents face in getting involved in their child's education. Before unpacking those issues, the present study will first turn to the relationship between parents and children.

Heterogenous parents.

Before parents become engaged in their child's education, they are likely to make a decision based on where and how the child will be educated. Stipek, Milburn, Clements, & Daniels determined that parents are far from homogenous in their beliefs related to teaching basic skills, especially regarding the debates around child-centered versus didactic, or morally grounded, teaching methods (Stipek, Milburn, Clements, & Daniels, 1992). The fundamental difference between these two teaching methods is based on the goals of the methods: a child-centered approach takes each individual child and forms curriculum to fit their needs/desires; a didactic approach is often performance-oriented. Child-centered approached emphasize the child's self-conception, didactic approaches emphasize the acquisition of basic skills. In the early years of the development of this literature, Stipek, Milburn, Clements,

& Daniels provided evidence that parents' beliefs about their child could, in some circumstances, dictate where the child attended school; these findings also suggested a class-based divide. Relatively well-educated parents were more likely to be critical of didactic learning, while less-educated parents were more likely to believe in the value of didactic, performance-oriented instruction for their kids (Stipek, Milburn, Clements, & Daniels, 1992). The disparate views of parents of various backgrounds will be explored in great detail in the coming pages – the relevance of this data to this section is derived from the fact that it illustrates how households vary in their conception of education.

A child can be greatly influenced by their home-life directly. One simple aspect of home life that can shape a child's development is the way that reading is configured within their family dynamic. A recent study suggests that students do not necessarily receive strong encouragement to read; this is because of a combination of factors that are directly correlated to parent involvement (Merga & Roni, 2018). For instance, even if parents do persist in encouraging their children to read, children can be keenly aware of parental hypocrisy if the parents themselves do not read (Merga & Roni, 2018). Another study from 2018 corroborated this data, providing evidence that, despite parental involvement in their reading habits, kids were not at a higher reading level than their peers (Mayhall-Andrews, 2018). Moreover, Merga & Roni's research emphasizes the role that shared reading plays in the education and reading comprehension skills of children; continuing the habit of shared reading experiences (parent reading to child) even after a child can read for themselves was found to be highly beneficial (Merga & Roni, 2018). Their research also suggests a gender divide as parents are more likely to spend time reading with young girls than young boys, even though boys tend to read less (Merga & Roni, 2018). This aspect of parent involvement, though based on the work put in in the home setting, is relevant to the parent-teacher relationships as well, as fostering reading engagement is a collective effort between schools and families in which parents and teachers both play a vital role (Merga & Roni, 2018).

Parental involvement in the learning process is determined by the collaboration between parents and schools, and the atmosphere fostered by parents in the domestic space – but this cannot the end of the discussion. Important data suggest that variations in levels of parental involvement are strongly influenced by identity

factors such as socioeconomic status, and ethnic or racial divides between parents and teachers (Berthelson & Walker, 2008). So, despite the fact that parents and teachers are largely on-board with the concept of facilitating their children's education, certain obstacles stand in the way that makes this process particularly difficult for some parents.

Barriers: Under-educated parents and broken school systems.

One of the most relevant factors determining a parent's ability to effectively contribute to their child's education is the level and quality of education they themselves have received. Parents of lower economic standing often have a lower level of education and likely have negative experiences with schools themselves; thus, they can feel unprepared or underqualified to be involved in their child's education (Merga & Roni, 2018). Moreover, the gap between parents' educational experiences and their children can be complicated by changing the curriculum (Bokas, Gualtieri, & Copland, 2016). These types of obstacles are particular to certain demographics of parents, and therefore ad to the nuances of parental involvement in education. However, these are not the only obstacles that parents can face.

The complex nature of parents' 'choice' when deciding on a school for their kids is demonstrated in a case-study conducted by Olson-Beal and Munro-Hendry in 2012. Olson-Beal & Munro-Hendry present evidence that suggests that a variety of choices available to parents works simultaneously to empower and disempower parents-while some parents were able to take their children out of failing schools, low-income and minority parents were not necessarily able to access higher quality institutions (Olson-Beal & Munro-Hendry, 2012). Indeed, their study suggests that the demand for quality education is much higher than the available resources in Baton Rouge, Louisiana; this is not an unfamiliar story to parents from low-income areas across the country.

One potential remedy for these circumstances that warrants attention is the creation and operation of community-based parent education programs. Such programs are built around the idea of community collaboration as a means of connecting parenting topics and parents' concerns to public issues (Doherty, Jacob, & Cutting, 2009). This goal of community-engaged parenting education is to develop the capacity of parents to work collectively to enact change within their communities to secure the well-being of their children (Doherty et al. 2009). In short, these groups can serve to provide support networks for parents that feel under-qualified to partake in their child's education or to enact change within the school districts if access to quality education is proving difficult. Despite the benefits parental involvement has on their child's education, barriers exist that may hamper a child's academic performance and success.

Barriers: Race and ethnicity.

Just as the class is an aspect of identity that affects the efficacy of parents' involvement in childhood education, so too is race. For African Americans, the struggle for securing quality education for children has taken more than a century (Edstrom, 2018). Specifically, the activism and efforts of African American women have been the vanguard of this struggle that exists to this day. African American women utilize diverse means of involvement that range from working within the department of education as well as taking direct action to affect change in the broken systems that they seek to change (Edstrom, 2018). African American parents are the subject of stereotypes that make their involvement difficult; specifically, the assumption that African American parents are not interested in engaging in their children's learning (Barnes, 2017; Edstrom, 2018). Data from numerous studies push back against these stereotypical conceptualizations of parents of color, demonstrating how they are often willing to partake in their children's education to a considerably high level (Barnes, 2017; Edstrom, 2018). African American parents overcome the barriers of racial stereotypes to work to form collaborative community organizations of parents to help get other parents engaged, take on mentoring and teaching roles to support other parents, both of which are directly correlated to the academic success of their children (Edstrom, 2018).

Just as African American parents are subjected to racial barriers that hinder their involvement in education, so too are Latino parents. Latino parents are less likely to visit schools if there is a language barrier between them and the faculty; moreover, low-income Latino parents are often faced with the double-barrier of feeling inadequate in their understanding of how schools function and how they can get involved directly in their children's education (Suzzo et al. 2012). Non-Latino faculty can take this as a sign that Latino parents are not supportive of their children's learning which can result in lower expectations for Latino students at schools (Suzzo et al. 2012).

Data suggests that despite racial stereotypes,

language barriers, and class-based barriers, there are four themes regarding African American and Latino parents: first, they are very concerned with and deeply involved in, their children's education; second, they face a variety of barriers to this involvement; they are very conscious of these barriers that lay at the intersections of race and culture in schooling; despite this, they are hopeful that their children will have promising opportunities through academic success (Bailey, 2011). This study suggests that Parents of color were adamant about engaging their children in learning activities at home, placing great emphasis on building literacy skills, fundamental math skills, healthy socialization and, most importantly, a strong sense of cultural and racial pride (Bailey, 2011). This can result in the effort of these parents being ignored or missed by faculty (Kiyama et al., 2015). Because of the barriers that are specific to the African American and Latino experiences, it stands to reason that any community organization created between parents and teachers must be grounded in the acknowledgment of these barriers.

Analysis of parental involvement in Kenya, Latin America, and the United States.

The final component of this review is a wider perspective on the barriers that parents face in getting involved in childhood education. The issues of class, race, and nation define this aspect of the literature. While parents across the globe in Kenya, Latin America, and the United States (U.S.) are aware of the benefits of fostering and supporting their children's education, barriers can make this process difficult; or at the very least complicated. This is due to the cultural nuances of each individual context (Kremer-Sadlik & Fatigante, 2015).

Kenya has a rich history. Parents living in rural Kenya are the purveyors of cultural knowledge, but often lacking in formal education. This puts them in a complicated position in regards to the education of their children: while cultural knowledge is an integral aspect of education, parents often feel compelled to stay out of formal education process because of their lack of print literacy skills (Njeru, 2015). This barrier is coupled in Kenya by a significant lack of encouragement from educators; schools do not create programs or activities that draw parents into the education process (Njeru, 2015). Unlike parents in the Western world, then, parents in rural Kenya do not have supportive systems in place that encourage them to partake in the education process to the benefit of their kids.

A study conducted among parents in Oman expands our global understanding of parenting and education. Omani parents believe strongly that they should be involved in a number of school-related activities including school visits and volunteering and fostering discussions about school in the domestic space (Al-Mahrooqi, Denman, & Al-Maamari, 2016). Interestingly, despite their awareness of the benefits of their involvement, and their belief that institutional obstacles did not stop them from participating, involvement among Omani parents is largely limited to their children's English language learning (Al-Mahrooqi, Denman, & Al-Maamari, 2016). The Omani context and the nuances of their positionality within a global hierarchy, results in this emphasis.

Efficiency of ASEAN parent involvement.

In accordance with the Association of Southeast Asian Nations (ASEAN), parental involvement also plays a vital role in the education of children. Until the age of three years old, ASEAN parents are directly involved with their children (Lerner, Castellino, Lolli, & Wan, 2003). A majority of children between 0- and 3-years old stay at home with their mothers while others stay with relatives and some attended family daycare providers. In rural areas, parent involvement is higher since children often have to go to the fields with their parents (Lerner, Castellino, Lolli, & Wan, 2003). In middle- and upper-income urban areas, either foreign or local maids are hired to care for the children (Lerner, Castellino, Lolli, & Wan, 2003). The problem is that foreign maids have children that they left behind in their native country to provide a better way of life for their family (Lerner, Castellino, Lolli, & Wan, 2003).

Parental involvement in a study conducted by Mahamood, Tapsir, Saat, Ahmad, Wahab, Boon, & Rahman (2010) positively influenced the educational achievement of adolescents. Parents who live in Malaysia have high educational expectations for their children (Mahamood et al., 2010). As a result, these parents demonstrate a keen willingness to contribute financially to their child's education. Additional findings revealed that parents in Malaysia must exhibit a heightened degree of awareness regarding the significance of education (Mahamood et al., 2010). These parents can benefit from encouragement by their child's school to become more involved (Mahamood et al., 2010).
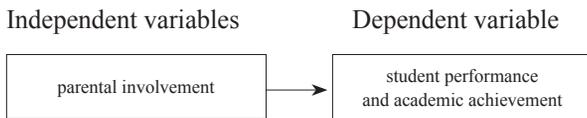
Conceptual framework

Independent variables   Dependent variable

Figure 1 Conceptual framework

Results and discussion

The present study has sought to provide a comprehensive survey of the literature surrounding the issue of parental involvement in childhood education. Specifically, this study is grounded in the notion that, while parents may universally be aware of the benefits of parental involvement, they are not a heterogeneous group that can be summarized within the theoretical confines developed out by Epstein. Instead, it is crucial that researchers and educators maintain a high level of awareness of the nuances of the particular social, cultural, and national context of parents.

The specific context of parental identity needs to be the starting point for any theoretical consideration of parental involvement in childhood education. Parental identity is characterized by an individuals' commitment to the parenting domain, parting issues as well as ideas, notions, rules, and values of importance to rearing children (Fadjukoff, Pulkkinen, Lyyra, & Kokko, 2016). Because social class, race, nationalist, level of education, and language can all drastically affect a parent's ability to connect with the faculty at their child's school, these things must be at the forefront of academic considerations. There is no doubt that parents should be involved in education, but the methods by which they get involved must vary depending on the individual's context. The systems that work for middle-class, educated parents will not necessarily work for others. Strong praxis must work with the strengths of parents in a welcoming way to bring them into the educational process. If a society can forge a better way of educating children, we all win.

References

Al-Mahrooqi, R., Denman, C., & Al-Maamari, F. (2016). Omani parents' involvement in their children's English education. *Sage Journals, 6*(1), 1-12.

Bailey, F. (2011). *Where are their parents: Re-thinking, re-defining and re-conceptualizing African American and Latino parental involvement, engagement and empowerment in schools.* (Doctoral dissertation, Mills College). ProQuest.

Barnes, R., J. (2017). *Perceptions of African American parents in the Project L.I.F.T. learning community about their role in student achievement.* (Doctoral dissertation, University of North Carolina at Chapel Hill). ProQuest.

Berthelson, D., & Walker, S. (2008) Parent's involvement in their children's education. *Family Matters, 79*(1), 34-41.

Bokas, A., Gualtieri, G., & Copland, M. (2016). *Parents need to learn: Five ways to engage parents in student learning.* Retrieved August 10, 2020, from https://inservice.ascd.org/parents-need-to-learn-five-ways-to-engage-parents-in-student-learning/

DeWitt, J., Archer, L., & Osborne, J. (2012). Nerdy, brainy and normal: Children's and parents' constructions of those who are highly engaged with science. *Research in Science and Education, 43*(4), 1455-1476.

Doherty, W. J., Jacob, J., & Cutting, B. (2009). Community engaged parent education: Strengthening civic engagement among parents and parent educators. *Family Relations, 58*(3), 303-315.

Edstrom, L. N. (2018). *Taking Action: African American mother activists working for change in city schools* (Doctoral dissertation, Columbia University). ProQuest.

Epstein, J. L. (2001). *School, family and community partnerships: Preparing educators and improving schools.* Tennessee: Westview Press.

Fadjukoff, P., Pulkkinen, L., Lyyra, A. L., & Kokko, K. (2016). Parental identity and its relation to parenting and psychological functioning in middle age. *Parenting, Science and Practice, 16*(2), 87-108.

Fantuzzo, J., Tighe, E., & Childs, S. (2000). Family involvement questionnaire: A multivariate assessment of family participation in early childhood education. *Journal of Educational Psychology, 92*(2), 367-376.

Griffin, D., & Steen, S. (2018). School-family-community partnerships: Applying Epstein's theory of the six types of involvement to school counselor practice. *Professional School Counseling, 13*(4), 218-226.

Grover, K. A., Houlihan, D. D., & Campana, K. (2016). A validation of the family involvement questionnaire-high school version. *International Journal of Psychological Studies, 8*(2), 28-40.

Kiyama, J., Harper, C., Ramos, D., Aguayo, D., Page, L., Adams, R., & Adams, K. (2015). The relationship between college students and their families. *ASHE Higher Education Report, 41*(6), 1-17.

Kremer-Sadlik, T., & Fatigante, M. (2015). Investing in children's future: Cross-cultural perspectives and ideologies on parental involvement in education. *Childhood, 22*(1), 67-84.

Lerner, J. V., Castellino, D. R., Lolli, E., & Wan, S. (2003). Children, families, and work: Research findings and implications for policies and programs. In R. M., Lerner, F., Jacobs, & D. Wertlieb (Eds.), *Handbook of Applied Developmental Science*. London: SAGE Publications.

Mahamood, S. F., Tapsir, R., Saat, A., Ahmad, S., Wahab, K. A., Boon, M. H. A., & Rahman, K. A. (2010). Parental attitude and involvement in children's education: A study on the parental aspiration among form four students in Selangor. *Procedia – Social and Behavioral Sciences, 42*(1), 117-130.

Mayhall-Andrews, F. (2018). *The relationship of parental involvement and reading achievement of ninth-grade students.* (Doctoral dissertation, Walden University). ProQuest.

Merga, M. K. & Roni, S. M. (2018). Empowering parents to encourage children to read beyond the early years. *The Reading Teacher, 72*(2), 213-221.

Molden, S. (2016). *Teacher and parent perceptions and preferences regarding effective school to home communication.* (Doctoral dissertation, Holy Family University). ProQuest.

Njeru, M. (2015). Parents as participants in their children's learning: A tall order for parents in rural Kenya. *Journal of Adolescent & Adult Literacy, 58*(5), 368-371.

Olson-Beal, H., & Munro-Hendry, P. (2012). The ironies of school choice: Empowering parents and reconceptualizing public education. *American Journal of Education, 118*(4), 521-550.

Reschly, A. L., & Christenson, S. L. (2012). Moving from context matters to engaged partnerships with families. *Journal of Educational and Psychological Consultation, 22*(1-2), 62-78.

Stefanski, A., Valli, L., & Jacobson, R. (2016). Beyond involvement and engagement: The role of the family in school-community partnerships. *School Community Journal, 26*(2), 135-160.

Stipek, D., Milburn, S., Clements, D., & Daniels, D. (1992). Parents' beliefs about appropriate education for young children. *Journal of Applied Developmental Psychology, 13*(3), 293-310.

Suzzo, M-A., Jackson, K. M., Pahlke, E., Marroquin, Y., Blondeau, L., & Martinez, A. (2012). Pathways to achievement: How low-income Mexican-origin parents promote their adolescents through school. *Interdisciplinary Journal of Applied Family Studies, 61*(4), 533-547.

Walker, J. M. T. (2016). Realizing the American dream: A parent education program designed to increase Latino family engagement in children's education. *Journal of Latinos and Education, 15*(4), 344-357.