

Enhancing Academic Performance in Primary Schools: The Crucial Role of Parental Involvement

Marsha Cruickshank

Nations Incorporated School of Education

Abstract: *This study underscores the pivotal role of parental engagement in a child's educational journey, revealing its significant influence on academic achievement and well-being. Through effective communication with schools and active participation in both home-based activities and school events, parents forge stronger connections that lead to notable improvements in their children's academic performance. The study correlates increased parental involvement with marked advancements in socio-emotional growth and a heightened eagerness for learning. However, it also acknowledges the challenges that parents may encounter, such as time constraints and unclear expectations from schools. Cultural and socioeconomic backgrounds are highlighted as influential factors in how parents participate, suggesting a call for tailored approaches to engagement. The research culminates by championing inclusive strategies that recognize and harness the unique contributions of parents, positioning them as essential allies in the educational process.*

Keywords: Parental involvement, academic performance, impact

1. Introduction

This study examines the significance of parental involvement in a child's education, especially in primary schools where early learning foundations are laid. Research indicates that children whose parents are actively involved in their education are more likely to succeed academically and view school positively. The study examined the complex relationship between parental involvement and academic success in primary education.

The formative years of a child's life are characterized by accelerated neurological development, where the quality of the home setting and the nature of caregiver relationships are pivotal in shaping their developmental trajectory (WHO, 2020). In Guyana, the challenge of providing uniform access to quality education is challenging, particularly for children in remote and rural areas (WHO, 2020). This research aims to empirically evaluate the influence of parental networks—conceived as social capital—on educational outcomes, drawing on Social Capital Theory. This theory posits that the connections parents forge with educators and fellow parents are instrumental in enhancing a child's academic success (Kikuchi and Coleman, 2012). Additionally, the research considers the Ecological Systems Theory, which posits that a child's development is influenced by the interplay of factors within their home, school, and broader community (Bronfenbrenner, 1977; Guy-Evans, 2020). An in-depth understanding of these theoretical frameworks is essential to analyze and interpret the complex dynamics affecting educational achievement in diverse settings.

2. Literature Survey

Early childhood development is multifaceted, involving physical, cognitive, and social aspects that lay the foundation for overall human growth. Research by Cheung and Pomerantz (2012) indicates that parent-oriented motivation improves children's academic performance, while Henry (2019) emphasizes the necessity of parental involvement in education. Challenges in providing adequate education for all children, particularly those under five, are

noted in Guyana, with concerns about normal developmental progress (PAHO, 2022). The presence of books and the level of care at home are crucial for development, and while Caribbean parenting styles are often authoritarian, emphasizing obedience and discipline, they have been associated with producing competent and high-achieving children. Studies show Caribbean mothers are typically more engaged than fathers in their children's cognitive and social activities.

The body of research (Rapp & Duncan (2012), Nye et al (2006:14), Holloway et al (2015), Pate and Andrews (2006:15)) on parental involvement and its effects on the academic performance of primary school students is comprehensive. It spans the spectrum from home-based learning activities to active participation in school affairs. Key home environment factors such as parental expectations, communication, and the availability of educational materials are critical. Direct involvement in activities like homework assistance, reading sessions, and engagement in school matters is linked to improved student outcomes.

Empirical evidence (Snell et al., 2018, Williams & Sánchez, 2013, Wang et al. (2019)) consistently reveals that students with proactive parents perform better academically, exhibiting higher grades, superior test scores, and greater overall motivation. Moreover, sustained involvement over time is associated with enduring positive effects on children's education. However, cultural and socioeconomic differences can influence the nature and efficacy of parental engagement, with each context necessitating tailored approaches. Grey and Bee (2009) assert that parents who promote school success set higher standards for their children's achievement and homework completion, leading to higher aspirations for their children. Furthermore, when parents participate in their children's learning, they support learning at home (Cabus & Aries, 2017). Henderson and Mapp's (2014) further stated that a student's academic accomplishment is best predicted by their family's capacity to create a learning-friendly home environment, set high

expectations for their children's future jobs, and actively participate in their education.

Strong parent-school connections lead to higher academic attainment, social skills, and faster graduation, regardless of socioeconomic status (Jeynes, 2017). Parental involvement in early childhood education establishes favorable attitudes towards school, significantly influencing a child's long-term educational path (Pomerantz, Moorman, and Litwack, 2017). Parent-school collaborations positively impact children's social, emotional, and academic outcomes. A supportive home-school environment can boost well-being and motivation. (Grolnick & Slowiaczek, 1994; Green et al., 2013).

The research (Kim & Bryan, 2017, Williams & Sánchez, 2013, Epstein, 2018, Miller & Cunningham, 2014) also identifies challenges to parental participation, including work schedules, language barriers, and a lack of confidence in engaging with the school system.

Parental involvement significantly impacts children's academic performance and their attitude toward learning. It is crucial for academic success and a child's development (Wang and Sheikh-Khalil, 2014). However, if not approached correctly, parents can negatively impact their children's schooling by acting as advocates and impressing teachers with the seriousness of their family's educational goals (Papalia et al, 2014). Teachers' supervision and control are also important as they affect how children learn and influence their behavior (Gordon, 2012). Teachers can create a kind and respectful learning environment, allowing students to reciprocate love and a positive attitude towards learning (Gordon, 2012).

3. Materials and Method

Research Paradigm

The research investigates the influence of parental involvement on children's learning and academic success, against a backdrop where literacy issues are prevalent. Conducted in Georgetown, Guyana, at Private School X and School Y, the study examines the educational outcomes in institutions with various departments and a diverse student body. While both schools follow the national curriculum, School X uses a proprietary reading program, Wings of Words, while School Y employs the British Abeka Phonics program.

The study adopted a qualitative approach whereby in-depth exploration and understanding of the underlying meanings, patterns, and nuances of the phenomenon were sought through methods such as interviews, observations, and textual analysis. This approach was chosen to capture the richness and complexity of the subject matter, acknowledging the limitations of subjectivity, potential bias, limited generalizability, time consumption, replication challenges, and the absence of quantifiable data inherent in qualitative research.

Phenomenology research investigates human experiences using a triangulation design, involving multiple data sources to enhance validity and reliability. Similar to other

qualitative methodologies like ethnography and hermeneutics, it focuses on describing rather than explaining. Phenomenological research emphasizes people's experiences and views, questioning structural assumptions. It can serve as a basis for practical theories, policy, and action, and can be used to inform, support, or criticize policy and action.

This study explores a phenomenon's essence by examining people's lived experiences and perceptions of their environment. It employs qualitative approaches, allowing for innovative and researcher-designed frameworks. Factors such as location, purposeful sampling, and participant accessibility are crucial. Qualitative research enables researchers to develop a holistic picture, acknowledging that participants contribute their viewpoints, experiences, and interpretations. The study's accessibility and willingness to provide information are also key considerations.

The study focused on the impact of parental involvement on children's learning in two schools, School X and School Y. Data was collected from teachers and parents of these schools, who were immersed in their daily lives. The study aimed to understand how parental involvement impacts children's learning. Interviews were conducted with four teachers and one parent from each school, focusing on Grade One, Two, and three teachers and parents. The schools were chosen for confidentiality reasons and were located in Region Four, making them accessible to the researcher's full-time work location.

Research Approach

The study utilized a phenomenological qualitative design with semi-structured interviews to gather data on parental engagement in the academic journey. The research began at the start of the new academic year, to elaborate on parents' and teachers' responses. The study's focus on time, anticipation of elaboration, and participant-centricity allowed for a comprehensive understanding.

Description of procedure for data collection

This study utilized a systematic qualitative interview schedule, consisting of open-ended questions for in-person exchanges between the interviewer and participants ((Adhabi& Anozie, 2017). The schedule provided consistency and flexibility, allowing for adaptation in responses. The qualitative interview method investigates people's experiences and interpretations, involving a sequence of questions to extract information and ideas on a specific issue (Adhabi& Anozie, 2017).

Oakley (2016) highlights the advantages of using interviews for qualitative data collection. These include a logically structured, consistent framework for questions, which allows for a methodical approach to study objectives, and open-ended questions that allow respondents to express their thoughts. This method allows for a more in-depth understanding of participants' experiences and points of view. Despite pre-planned questions, there is some leeway for both respondents and interviewers to explain and expand on their responses.

The interview schedule's uniformity ensured reliability and replicated results, reducing interviewer bias. Participants could take the schedule home to save time. Pre-prepared questions limited exploration, potentially leading to misconceptions. The schedule allowed clear end times and participant explanations, facilitating data collection. The format also provided rapid feedback on the data collected, allowing for clearer interpretation and addressing misconceptions. However, the format may have limited opportunities for clarification or expounding on responses.

The unified format of the interview improved data reliability and allowed for significant comparisons among participants. The organized interview schedule eliminated interviewer bias, enhancing data dependability. Standardization allowed for comparative analysis of patterns and trends. However, pre-planned questions limited the study's depth, potentially missing nuanced characteristics or unexpected findings. The organized design may have led to misconceptions between interviewers and respondents, potentially impacting the research's credibility, As Oral and Coban pointed out in 2020.

The interview approach is hindered by time constraints, as highlighted by Adhabi and Anozie in 2017 and Karasar in 2015. This results in a study with only a small number of participants providing robust and meaningful data, leading to insufficient inclusion.

The study used semi-structured interviews with teachers and parents from two different schools to gather data on parental participation and its impact on students' academic success. Participants were given informed consent papers before the interviews, which were signed by them. The interviews sought participants' perspectives on parental participation and its influence on academic success. The open-ended style helped limit potential bias, but it did not completely remove it. The interview schedule provided a methodical technique for acquiring qualitative data, considering the nature of the data and working around practical limits. When combined with other approaches, the methodology provided a comprehensive understanding of parental participation and its impact on academic success.

Trustworthiness in the study

The study's trustworthiness is the confidence in data, interpretation, and procedures used to ensure research quality (Connelly, 2016). The repeatability of a procedure yields consistent results (Babbie, 2015). This study focuses on dependability by adding qualitative software to maintain consistency in coding techniques, ensuring consistent processing of comparable data across multiple instances, thus increasing the credibility of the study's conclusions.

The study emphasizes the importance of validity in qualitative research, ensuring reliable measurement of findings. It uses an interview schedule data collection strategy and qualitative software to ensure coding consistency, enhancing the credibility of the research. Consistent coding techniques, a repeatable interview schedule, and meticulous measurement alignment contribute to the study's credibility, ensuring the quality and reliability

of research findings while adhering to the highest qualitative inquiry standards.

Sample Frame

A sampling frame is a list of units from which a sample is drawn, while purposeful sampling is a non-probability sampling strategy used in qualitative research (Babbie, 2013). Purposive sampling focuses on selecting participants based on criteria related to the study topic, rather than aiming for a statistically representative sample, aiming to gather rich and meaningful information (Creswell, 2017).

The researcher chose a purposeful sample of four teachers and one parent from School X and School Y to participate in the interview schedule aspect of the research. The non-random sampling strategy was used to select participants based on specific criteria, and the selection process was carried out during the school week to ensure representative analysis of the chosen units of analysis. This non-random sampling strategy ensures the study's aims are met.

4. Discussion of Findings

This study affirms that the rapid brain development occurring during a child's early years is significantly influenced by the quality of their home environment and caregiver interactions. Notably, positive parenting strategies are linked to a spectrum of benefits, ranging from better school readiness to enhanced mental health (Cave, Wright, & von Stumm, 2022). The qualitative research at hand delved into how parental engagement shapes children's learning outcomes and academic success, reaffirming the critical role that parents play in educational processes.

The evidence points to a pressing need for increased parental involvement to foster optimal educational outcomes. All participants (n=5) concurred that equipping schools with proper resources is essential, especially for non-elite schools and students from disadvantaged backgrounds. They also unanimously agreed that robust parent-teacher and teacher-student relationships are foundational for effective teaching and learning. These findings highlight how experienced teachers actively pursue parental engagement, recognizing its influence on children's academic trajectories. Equally, the consensus among the study participants is that such collaboration not only facilitates the identification of students' strengths and weaknesses but also enhances overall child well-being.

Overall, while the findings may not be groundbreaking, they contribute valuable context-specific data to the existing body of research on parental involvement in primary education in Guyana's Region 4, specifically within grades 1 through 3. Thereby, underscoring the nuanced dynamics of parent-teacher interactions and the necessity for initiatives that are both contextually relevant and culturally sensitive. Thereby making it clear that successful collaboration between parents and schools is instrumental for the holistic development of children. This echoes the findings of Papalia et al. (2014), Miller & Cunningham (2014), Epstein (2018), and Erdener (2014), reinforcing the notion that active parental participation is crucial for a child's academic success.

In summary, this study provides a comprehensive understanding of the intricate relationship between parental involvement and academic achievement. It highlights the urgency for continued research aimed at addressing disparities and enhancing collaborative efforts. For educators, parents, and policymakers, these findings serve as a pivotal reminder of the transformative power of engagement and the importance of pursuing equitable educational practices.

Description of procedure for data analysis

A Phenomenological qualitative method data approach was used to analyze and interpret the data collected to gain meaningful insights.

To verify that the data was relevant and thorough, information was obtained from teachers and parents at schools X and Y. While looking for patterns, trends, and possible correlations in the data. Following the first examination of data using content analysis, thematic analysis was used as a complementary approach to further analyze large collections of qualitative data (Bengtsson, 2016).

Thematic analysis was employed to interpret and analyze data from both participant groups. The researcher gained familiarity with the data through transcription, confirmation of transcripts, and review of respondent comments. Creswell (2017) defines thematic analysis as a strategy for identifying, understanding, and presenting patterns within qualitative data. This method helps researchers gain a comprehensive understanding of the phenomena being investigated.

The data analysis process involved examining patterns and themes, such as socio-economic status and parental involvement, through the participants' perspectives. The data was meticulously sorted, grouped, and analyzed using thematic analysis, revealing overarching themes. This iterative process involved rigorously locating, coding, and evaluating qualitative data to reveal relevant insights. The strategy, consistent with Marriam's (1988) and Creswell's (2018) work, emphasizes a recurrent and iterative analysis of the data. All interviews were thoroughly transcribed verbatim to aid in thematic analysis.

Ethical Considerations

The research adhered to the British Educational Research Association's Ethical Guidelines for Educational Research (BERA) (2018), obtaining consent from the CEO and Administrator. The guidelines included administering interviews in a safe environment, allowing participants to stop answering if necessary, informing participants about the study's objectives and sections, not requiring them to disclose any private information, and ensuring participants' identities and information were kept private and only used for the purpose for which consent was given. These guidelines ensured ethical standards were met during the survey research.

The study project is based on Creswell and Creswell's (2013) phenomenological research principles, which focus on understanding human experiences related to specific events. This qualitative technique is chosen for its in-depth

understanding of phenomena, despite its limitations such as subjectivity, limited generalizability, and time-consuming nature. The study aims to explore how people perceive events in a given environment, emphasizing subjective experiences and interpretations. Triangulation was employed to improve the validity and reliability of the study results, aiming to overcome the limitations of employing a single technique or data source by providing a more comprehensive view of the investigated phenomena.

The study aims to understand the impact of parental participation on children's learning through semi-structured interviews with teachers and parents in Grades One, Two, and Three at Schools X and Y. The research uses a phenomenological qualitative design with open-ended questions, allowing for in-depth responses. The study prioritizes trustworthiness, ensuring dependability, reliability, and validity. Consistent coding, a repeatable interview schedule, and thorough measurement alignment enhance its trustworthiness. Participants were chosen through purposeful sampling based on specific criteria. Thematic analysis was used to evaluate the data, revealing patterns and themes. Participants provided informed consent, a comfortable environment for interviews, and confidentiality protection. The study aims to provide a comprehensive understanding of parental participation and its impact on academic performance in adolescents.

5. Limitations and Recommendations for Future Research

The study reveals a need for further investigation into the impact of parental involvement on pupils' academic performance in primary schools. The researcher used qualitative data but found that it lacked hard facts. A mixed-method approach could have provided more credibility and critical information, strengthening the data on parental involvement's impact on children's behavior and academic performance. The study highlights the importance of parental involvement in a child's development, and teachers need parents to be involved. However, the study did not address the factors that encourage parental involvement and the key issues preventing full support and involvement for academic success. Therefore, further examination is necessary to address these questions.

The researcher faced several challenges during her qualitative research study, including time constraints, unavailable participants (parents), unavailable teachers, limited access to interviews, and lack of adequate time off. Despite these obstacles, the researcher gained valuable knowledge about the impact of parental involvement on pupils' academic performance in primary schools. The researcher developed patience and tolerance to overcome these setbacks.

School sports and internal activities at both schools prevented teachers and parents from participating in interviews. The researcher was unable to leave school during school hours to meet with parents and teachers at school Y, as they were attending annual sports, internal activities, and end-of-term exams. Despite the researcher's initial plan to conduct eight interviews, only five were conducted,

highlighting the challenges faced in conducting the research. Despite these setbacks, the researcher learned to be patient and tolerant during the research process.

The researcher successfully conducted five interviews, despite facing challenges, and was pleased with the willingness of all participants from both schools to participate in the research.

6. Recommendation

Further research is needed to understand the impact of parental involvement on children's behavior and academic performance in primary schools in Georgetown. Future studies should use a larger sample size and conduct interviews promptly, avoiding extracurricular activities. Guyana's economic boom due to oil discoveries could help create a school environment where parents are more involved in their children's academics and administrative aspects. This would create a positive learning environment and better parent-teacher relationships. Additionally, resources should be invested in creating a school environment where parents are willing to be more involved in their children's lives.

Participants in an interview at School X and School Y in Region 4 found that there is a lack of ideal parent-teacher relationships and parental involvement that positively impacts children's academic learning. Teachers believe that parental involvement is crucial for classroom management, teacher effectiveness, and peer-to-peer interaction. However, the fifth participant believes that greater parental involvement can be achieved with the right systems in place. This lack of support hinders positive learning environments and reduces negative impacts of action/play, offending, and disruptive behavior.

7. Conclusion

This research delves into the intricate dynamics of parental involvement and its profound implications for the academic performance and learning behavior of children in Guyana. The study illuminates the pivotal role that parents play in shaping the educational trajectory of their offspring, underscoring the critical need for their active participation in academic matters. The findings of the study bring forth a compelling correlation between parental involvement, the availability of learning materials within the household, and the use of physical punishment in shaping the early learning development of Guyanese children. Notably, a wealth of learning materials emerges as a positive catalyst for a child's learning growth, whereas an upsurge in physical punishment manifests as a detrimental force hindering the child's learning development. The research goes beyond these empirical connections to shed light on the intricate interplay of cultural and contextual factors that influence parental participation, particularly in the richly diverse landscape of Guyana. Acknowledging existing gaps in knowledge concerning home-learning concepts across various ethnic groups, the study offers a valuable exploration into the unique perspectives of Indigenous parents regarding parental involvement. The positive association discovered between parental involvement and enhanced learning outcomes

underscores the potential for cultivating a conducive learning environment through collaborative efforts among parents, teachers, and educational administrators. This recognition of the pivotal role of parental engagement should catalyze educators, policymakers, and parents in Guyana to embrace more creative and inclusive approaches aimed at enriching the overall educational experience for children. Moreover, the study serves as a clarion call for future research endeavors to delve even deeper into the intricacies of parental participation. The emphasis is placed on exploring age-related variations in home-learning concepts and delving into the diverse viewpoints of different ethnic groups. Addressing these knowledge gaps will pave the way for a more comprehensive understanding of parental involvement in Guyana, offering valuable insights into its nuanced implications for the academic success of children in primary schools. In summary, this investigation not only reinforces the established understanding of the positive impact of parental involvement but also advocates for a more nuanced and culturally sensitive approach to the study and promotion of parental engagement in the educational landscape of Guyana. Through this holistic perspective, it is envisioned that future efforts will contribute not only to academic excellence but also to the holistic development of young minds in the diverse and vibrant society of Guyana.

References

- [1] Adhabi, E. & Anozie, B., C. (2017). Literature review for the type of interview in qualitative research. *International Journal of Education*, 9(3), 86-97.
- [2] Babbie, E. (2015). *The practice of social research*. Belmont, CA: Thomson Wadsworth.
- [3] Babbie, E. (2013). *The Basics of Social Research 6th Edition*. Boston, MA: Wadsworth Publishing
- [4] Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *NursingPlus Open*, [online] 2(2), pp.8–14. doi:https://doi.org/10.1016/j.npls.2016.01.001.
- [5] Breo.beds.ac.uk. (n.d.). Ethical Approval Form. [online] Available at: https://breo.beds.ac.uk/ultra/courses/_619850_34_1/outline/file/_7405195_1 [Accessed 24 Oct. 2022].
- [6] Cabus, S. J., & Aries, R. J. (2017). What do parents teach their children? - The effects of parental involvement on student performance in Dutch compulsory education. *Education Review*, 3(69), 285-302.
- [7] Cave, S. N., Wright, M., and von Stumm, S. (2022). Change and stability in the association of parents' education with children's intelligence. *Intelligence* 90, 101597. doi: 10.1016/j.intell.2021.101597
- [8] Cheung, C. S.-S., & Pomerantz, E. M. (2012). Why does parents' involvement enhance children's achievement? The role of parent-oriented motivation. *Journal of Educational Psychology*, 104(3), 820– 832. https://doi.org/10.1037/a0027183
- [9] Connelly, L. (2016). *Trustworthiness in Qualitative Research - ProQuest*. [online] www.proquest.com. Available at: https://www.proquest.com/openview/44ffecf38cc6b67

- 451f32f6f96a40c78/1?pq-origsite=gscholar&cbl=30764.
- [10] Creswell, J. W. (2017). *Research Design: Quantitative, Qualitative and Mixed Method Approaches* 5th Edition. Thousand Oaks, CA: Sage
- [11] education.gov.gy. (n.d.). 'Parents must play their part. [online] Available at: <https://education.gov.gy/en/index.php/media2/external-news/2465-parents-must-play-their-part>.
- [12] Epstein, J.L., 2018. *School, family, and community partnerships: Preparing educators and improving schools*. Routledge.
- [13] Erdener, M. A. (2014). The factors which contribute or limit parent involvement in schooling. *NWSA Education Sciences*, 9(1), 36–47. <https://doi.org/10.12739/NWSA.2014.9.1.1C0604>
- [14] Grey, C. & Bee, H. (2009). *The growing Child: An Applied Approach*. Second Edition. New York: Addison-Wesley Longman Incorporated
- [15] Guy-Evans, O. (2020). *Bronfenbrenner's Ecological Systems Theory | Simply Psychology*. [online] www.simplypsychology.org. Available at: <https://www.simplypsychology.org/Bronfenbrenner.html#:~:text=Bronfenbrenner>.
- [16] Holloway, S., Yamamoto, Y., Suzuki, S. and Mindnich, J.D. 2015. Determinants of Parental Involvement in Early Schooling: Evidence from Japan. *Early Childhood Research and Practice* Vol 10(1) Spring 2008 ecrp.uiuc.edu/v10n1/holloway. [Accessed May 2023]
- [17] Jeynes, W. H. (2018). A practical model for school leaders to encourage parental involvement and parental engagement. *School Leadership and Management*, 38(2), 147–163. <https://doi.org/10.1080/13632434.2018.1434767>
- [18] Kikuchi, M. and Coleman, C.-L. (2012). Explicating and Measuring Social Relationships in Social Capital Research. *Communication Theory*, 22(2), pp.187–203. doi: <https://doi.org/10.1111/j.1468-2885.2012.01401.x>.
- [19] Kim, J., & Bryan, J. (2017). A first step to a conceptual framework of parent empowerment: Exploring relationships between parent empowerment and academic performance in a national sample. *Journal of Counseling and Development*, 95, 168–179. <https://doi.org/10.1002/jcad.12129>
- [20] Mapp, K. (2013). *Having Their Say: Parents Describe Why and How They are Engaged in Their Children's Learning*. [online] Available at: <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=687a70cad91186418e1e57aa758f869ab24814da>.
- [21] Miller, VA., Frankel, F., Cunningham, T., Gorospe, C., & Laugeson, E. A. (2014). Long-term outcomes of parent-assisted social skills intervention for high-functioning children with autism spectrum disorders. *Autism*, 18(3), 255–263. <https://doi.org/10.1177/1362361312472403>
- [22] Nye, C., Turner, H.M. & Schwartz, J.B. 2014. *Approaches to Parental Involvement for Improving the Academic Performance of Elementary School Age Children*. [http://campbellcollaboration.org/doc-pdf/Nye PI Review.pdf](http://campbellcollaboration.org/doc-pdf/Nye%20PI%20Review.pdf) [Accessed June 2023]
- [23] Oakley, A. N. N. (2016) "Gender, Methodology and People's Ways Of Knowing: Some Problems With Feminism And The Paradigm Debate In Social Science," *Sociology*. Cambridge University Press, 32(4), pp. 707–731. doi: 10.1177/0038038598032004005.
- [24] Oral, B. & Çoban, A. (2020). *Kuramdan uygulamaya eğitimde bilimsel araştırmaya yöntemleri*. Pegem Publications.
- [25] Papalia, N., Spivak, B., Daffern, M., & Ogloff, J. R. P. (2014). A meta-analytic review of the efficacy of psychological treatments for violent offenders in correctional and forensic mental health settings. *Clinical Psychology: Science and Practice*, 26(2). <https://doi.org/10.1111/cpsp.12282>
- [26] Pate, P.E. and Andrews, P.G. 2015. Research Summary: Parent Involvement. Retrieved July 16 2023 from [http://www.nmsa.org/Research/Research Summaries/Parent/Involvement/tabid/274/Default.asp](http://www.nmsa.org/Research/Research%20Summaries/Parent/Involvement/tabid/274/Default.asp)
- [27] Pinder, P. (2023). *Positive Parenting with Guyanese Children*. [online] Available at: https://touro scholar.touro.edu/cgi/viewcontent.cgi?article=1051&context=nymc_students_theses [Accessed 20 Nov. 2023].
- [28] Pomerantz, E. M., Moorman, E. A., & Litwack, S. D. (2007). The How, Whom, and Why of Parents' Involvement in Children's Academic Lives: More Is Not Always Better. *Review of Educational Research*, 77(3), 373–410. <https://doi.org/10.3102/003465430305567>
- [29] Rapp, N., & Duncan, H. (2012). Multi-Dimensional Parental Involvement in Schools: A Principal's Guide. *International Journal of Educational Leadership Preparation*, 7(1), n1.
- [30] Snell, E. K., Hindman, A. H., & Wasik, B. A. (2018). Exploring the use of texting to support family-school engagement in early childhood settings: Teacher and family perspectives. *Early Child Development and Care*, 66, 1–14.
- [31] Wang, C., La Salle, T. P., Do, K. A., Wu, C., & Sullivan, K. E. (2019). Does parental involvement matter for students' mental health in middle school? *School Psychology*, 34(2), 222–232. <http://doi.org/10.1037/spq0000300>
- [32] Wang, M.-T. and Sheikh-Khalil, S. (2014). Does Parental Involvement Matter for Student Achievement and Mental Health in High School? *Child Development*, [online] 85(2), pp.610–625. doi: <https://doi.org/10.1111/cdev.12153>.
- [33] Williams, T. T., & Sánchez, B. (2013). Identifying and decreasing barriers to parent involvement for inner-city parents. *Youth & Society*, 45(1), 54–74. <https://doi.org/10.1177/0044118X11409066>

Author Profile

Marsha Cruickshank is an experienced Grade Two teacher at the esteemed Primary School "School of the Nations INC" in Georgetown, Republic of Guyana. Armed with an Associate Degree in International Relations and a Degree in Sociology from the University of Guyana, Marsha has recently added a Master's in Education from the University of Bedfordshire to her academic portfolio. With two decades of dedicated service in the teaching

profession, Marsha's commitment to education is further underscored by her recent research study for her master's dissertation. Titled "A Study of the Impact of Parental Involvement and Pupils Academic Performance in Primary School," her work delves into the crucial nexus between parental engagement and academic success. Marsha's wealth of experience, coupled with her academic accomplishments, positions her as an invaluable contributor to the educational landscape, embodying a passion for fostering optimal learning environments for young minds in Guyana.