



Effect of family background on the academic achievement

Maria Giselle*

Department of Education, Deakin University, Australia

*Corresponding author. E-mail: giselle@deakin.edu.au

Received 01 December 2021; Accepted 20 December 2021; Published 29 December 2021

On an international scale, parental involvement in school has long been heralded as an important and positive variable on children's academic and socioemotional development. From an ecological framework, reciprocal positive interactions between these two key socializing spheres – families and schools – contribute positively to a child's socioemotional and cognitive development. Empirical findings have demonstrated a positive association between parental involvement in education and academic achievement, improving children's self-esteem and their academic performance as well as school retention and attendance. Parent-school partnership allows for the conceptualization of roles and relationships and the impact on the development of children in a broader way. From this approach, families and schools are the main actors in the construction of their roles and forms of involvement, generating new and varied actions to relate to each other according to the specific educational context. The main findings in the family-school field show a positive influence of this partnership, contributing to academic achievement and performance, among other positive consequences.

There is also strong support from international research showing the positive influence of parental involvement over academic achievement, as has been demonstrated in a variety of meta-analyses across different populations and educational levels. Moreover, although there is a wide range of parental involvement definitions, some more general and others more specific, there is a consensus among research results about the positive influence of parental involvement over child academic achievement. For example, in the meta-synthesis of, where nine meta-analyses are analyzed, this influence was consistent throughout the studies, regardless the different definitions and measures used.

However, most of the studies on parental involvement in education hail from anglophone countries and are based on cross-sectional and correlational designs while in Latin America research remains scarce. In a recent systematic review of the literature on parental involvement in education in Latin America, only one Mexican study from 1998 was found which was also heavily influenced by interventions from the United States. Chile has acknowledged the

importance of collaborative relationships between families and schools developing a National Policy for Fathers, Mothers and Legal Guardians Participation in the Educational System (Política de Participación de Padres, Madres y Apoderados/as en el Sistema Educativo) in 2002 which was recently updated in 2017. Since the publication of this policy various local initiatives have sprouted in the country seeking to strengthen school family relations. Nevertheless, the majority of research in the country has thus far been of a qualitative nature with a focus on describing relations between family members and their schools, and identifying tensions between these two spheres.

accomplishment of the second goal of the Millennium Development Goals. This is because good education academic performance guarantees skilled and dynamic citizens. In addition, one of the aspects of the social pillar of Kenya Vision 2030 is education. Kenya Vision 2030 points out education and training as the media that will take Kenya to be a middle-income economy. Family backgrounds have been of great important in shaping the performance of children in schools worldwide. This is because; academic performance is usually as a result of motivation that children get from the people they interact with in their initial stages of life. A study conducted in the U.S.A by Rouse and Barrow revealed that years of schooling completed and educational achievement of students, varied widely by family backgrounds. Rouse and Barrow found out that students who came from less disadvantaged families had higher average test scores and were more likely to have never been held back a grade as compared to students from the more disadvantaged families. However they highlighted that it was not clear to reflect the causal effect of family backgrounds on the child's educational achievement which creates a gap that this study sought to fill by finding out the influence of family backgrounds on the students' academic performance.

ACKNOWLEDGMENT

None.

CONFLICTS OF INTEREST

None.