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Examining the Correlation between Parental Expectations and Parental Participation: A Meta-Analysis

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Abstract: Parental expectations play a role in shaping parental involvement, potentially leading to positive outcomes for children. Despite the importance of these factors, research on parental expectations and involvement has been limited in the past two decades. Therefore, this study aims to explore the connection between parental expectations and involvement through a meta-analysis. Following the PRISMA guidelines, we conducted a thorough analysis of existing literature. Employing a meta-analytical approach, data were collected from ten reputable international journal databases, including Scopus, SAGE, Emerald, Web of Science, Proquest, PubMed, Taylor and Francis, Google Scholar, Springer, and Science Direct. The inclusion criteria focused on research centered on parental expectations and parental involvement, resulting in eight articles included in our final analysis. The evaluation of quality employed the Appraisal Tool for Cross-Sectional Studies (AXIS) to gauge bias risk. Results indicate a noteworthy correlation between parental expectations and involvement ($r=0.209$, $p<0.001$), implying that higher parental expectations correlate with greater parental involvement and vice versa. Moreover, our analysis revealed high heterogeneity ($I^2 = 96.44\%$) among the studies, indicating substantial variability. Additionally, the bias assessment ($p = 0.048$) indicated evidence of publication bias across the studies. Future research opportunities lie in developing studies that delve into the association between parental expectation and parental involvement, examining how this relationship functions independently from other variables in specific contexts such as student achievements or early literacy.

Keywords: Parental involvement; parental involvement in early literacy; parental expectation; meta-analysis; family involvement

Introduction

In the past twenty years, studies on parental participation in child upbringing have demonstrated beneficial effects on child development. Particularly in early childhood, parental involvement remains linked to improved academic outcomes from elementary to high school (Sanders & Sheldon, 2009). Studies consistently indicate that children whose families are actively engaged in school tend to achieve higher levels compared to those with less parental involvement (Fan & Chen, 2001). Conversely, insufficient parental engagement, particularly in offering cognitive stimulation, may impede optimal

cognitive growth and result in issues like academic struggles or delays in speech development (Suriati, 2015) (Jeynes, 2003).

Parental involvement is also crucial in fostering early literacy skills. Actively participating in early childhood education significantly contributes to the development of literacy skills necessary for school entry(Melhuish et al., 2008). Parents act as primary agents in introducing children to reading materials such as books, newspapers, and magazines, thus shaping the family's literacy culture(Clark & Rumbold, 2006). This emphasis on parental involvement in literacy development has been emphasized by various researchers, including (Murungi et al., 2014), (Harris & Goodall, 2008). Research consistently points to the positive influence of parents on overall student learning (Jeynes, 2012) and literacy development (Sénéchal & Young, 2008), highlighting it as a central component of education (McNaughton & Vostal, 2010), (Urban, 2009). Academic experts highlight parental engagement as a key indicator of student success, emphasizing its significance in early childhood education and primary caregiving. This suggests that parental involvement during early stages influences children's future learning and their approach to achievement. Thus, the sooner parents involve themselves in their child's education, the more favorable the outcomes (Someketa et al., 2017). Performed action-oriented research with Turkish immigrant parents residing in Germany, aiming to engage them in mitigating their children's undesirable conduct and strategizing for their future (Akfırat, 2019). Active and effective family involvement of refugee children is crucial to achieving a sufficient level of education (Zengin & Ataş Akdemir, 2020).

Parental involvement involves a diverse process that includes both fathers and mothers, encompassing their attitudes, values, and practices aimed at fostering their children’s development (Rizky Nopiyanti & Husin, 2021). Outline parental involvement across four dimensions: involvement in school, engagement at home, participation in personal life, and engagement in children's cognitive activities (Grolnick & Slowiaczek, 1994). Within the social context, parental involvement occurs in both school settings, involving participation in school policies and decision-making, and at home, covering activities such as supervising homework and selecting media (Eccles et al., 1990).

Research on parental involvement has expanded to encompass various educational outcomes, including mathematics achievement, reading proficiency, academic performance, and overall educational attainment (Hardianti et al., n.d.), (Rosdiana, 2006), (Gürbüztürk & Sad, 2010), (Wulandari & Fardhana, 2015), (Rafsanjani, 2016). The study of parental involvement gained momentum in the early 2000s (Sénéchal & LeFevre, 2002), with numerous models focusing on reading skills, academic achievement, and language development (Dumont et al., 2014), (Butler, 2014), (Durisic & Bunijevac, 2017), (Sénéchal & Lefevre, 2014), (van Bergen et al., 2017), (Christenson, 2003), (Latunde, 2016), (Rizky Nopiyanti & Husin, 2021).

Factors that encourage parental engagement encompass how parents perceive their roles in relation to their children, known as parental role construction, and their confidence in their capacity to nurture and improve their children's abilities, referred to as parental efficacy (Walker et al., 2005). Additionally, parents' educational backgrounds can influence their attitudes and contributions to their children’s educational advancement and growth (Green et al., 2007). Socioeconomic factors such as low income and education levels may impede parental engagement due to financial and social constraints

(Fantuzzo et al., 2000). Moreover, as highlighted in Gill and Reynolds (1996), parental expectations are positively linked with children's academic achievements, where high expectations often align with high levels of achievement.

The expectations parents hold exert a notable influence on the educational progress of children (Fan & Chen, 2001). As described by Carpenter (2008), parents' expectations refer to their beliefs regarding their children's future achievements. Recognizing these parental expectations is crucial for supporting and evaluating children's academic pursuits (LİNDBERG & GÜVEN, 2021). These expectations, serving as predictors of long-term academic success, begin to take form during the preschool years (Froiland et al., 2013). Parental expectations are seen as the ideals and hopes parents hold for their children's attitudes, values, academic accomplishments, and future prospects(Leung & Shek, 2011).

Studies indicate a longitudinal connection between parental expectations and children's perceptions of these expectations, with both factors significantly contributing to children's later academic success (Gill & Reynolds, 1996). Neuenschwander et al. (2007) assert that parental expectations inspire children to strive for academic excellence, highlighting the pivotal role parents have in fostering their children's literacy development. Early parental involvement is believed to enhance children's readiness for school, which is crucial for their academic paths (Arnold et al., 2008). In their study titled "The Impact of Parental Involvement and Expectations on Elementary School Student's Academic Achievement," (Lindberg & Güven, 2021) identified parental expectations as the most substantial predictor of academic success. The importance of parental engagement in monitoring children's academic progress, as such monitoring helps parents form realistic expectations for their children.

After examining the literature, it becomes evident that there is a deficiency in meta-analyses regarding the correlation between parental expectations and parental involvement. However, there is some limited research indicating a link between parental expectations and parental involvement (Froiland & Davison, 2014), (Guo et al., n.d.), (Lindberg & Güven, 2021), (Liu et al., 2018), (Wang et al., 2016), (Zhan, 2006). As a result, the researchers have formulated the following research question: "Is parental expectation associated with parental involvement?" The objective of this study is to investigate the relationship between parental expectations and parental involvement.

Method

Protocols and registration

A systematic review was undertaken between March and June 2023 to investigate published scientific evidence and explore the relationship between parental expectations and parental involvement in early literacy. The protocol for this systematic review was registered on OSF (Registration: DOI 10.17605/OSF.IO/YGZER). The reporting flow diagram for this systematic review followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Page et al., 2021).

Eligibility Criteria

The PECO criteria (Morgan et al., n.d.) were applied in the following manner: Population: Parents, individuals who are parents of children. Exposure: Parental expectations. Comparator: -. Outcomes: Parental involvement, cross-sectional studies, correlation studies. Review inclusion criteria: (1) Studies focusing on parental expectations and parental involvement (2)Involving parents of children in early childhood, elementary, and junior high school (3) Including meta-analyses, correlation studies, and cross-sectional studies.

Exclusion criteria. The exclusion criteria were intended to identify factors that would make articles unsuitable for review, and included: (1) Articles that do not address parental expectations on parental involvement. (2) Opinions, letters, and non-original works. (3) Longitudinal studies. (4) Studies addressing dyslexia, reading difficulties, animals, deaf students, at-risk children, impaired children, and intellectual disabilities.

Information Sources

Data were collected from 10 electronic databases: Scopus, SAGE, Emerald, Web of Science, ProQuest, PubMed, Taylor & Francis, Google Scholar, Springer, and ScienceDirect. The keywords used were ("parental involvement") AND ("parental expectation" OR "parent expectation"). Articles published within the past twenty years (2013-2023) were included in the search.

Study Selection

The initial search resulted in 1,703 pertinent abstracts, which underwent screening using https://www.rayyan.ai/. Initially, duplicate articles (n=392) were eliminated, and 1,289 were excluded based on the criteria for exclusion. After evaluating the full texts of 22 articles against the inclusion criteria, eight studies were ultimately considered appropriate for inclusion (Figure 1).

Data Collection Process

All computations were performed using a Microsoft Excel spreadsheet that included data extracted from each publication. Statistical analyses of forest plots were conducted using JAMOVI version 2.3.24. Study heterogeneity was assessed using Cochran's Q statistics (Cochran, 1954), which measures the variation in the main effect across studies. The I^2 statistic was also employed to assess heterogeneity (I^2>50%).

Result

The analysis focused on eight studies that explored the correlation between parental expectations and parental involvement (see Table 1). While some studies used self-report measures to evaluate parental involvement, the majority employed face-to-face interviews. The parental involvement sub-scales assessed in these eight studies encompassed various activities conducted both at home and within the school environment. The results gleaned from the reviewed studies indicated a correlation between parental involvement and reading proficiency, academic success, emergent literacy, and educational achievements.

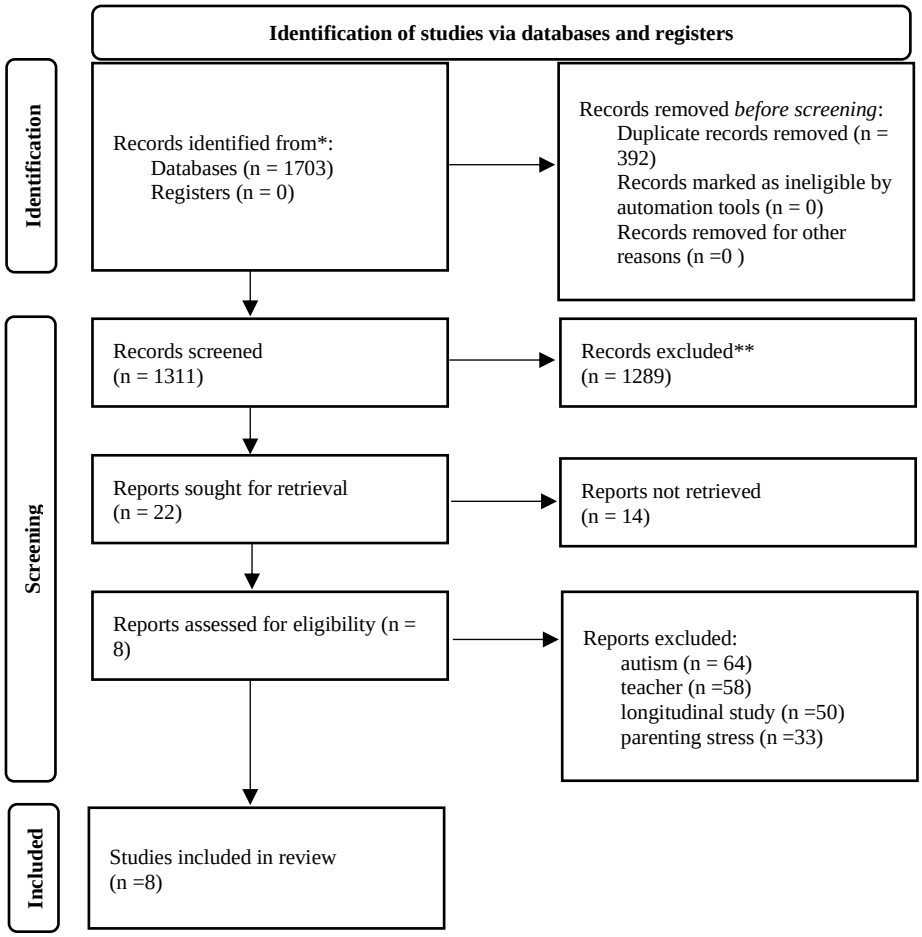

Figure 1. PRISMA 2020 Flow Diagram illustrating the new systematic review, which involved searches of databases and registers through rayyan.ai (Page et al., 2021).

Study Characteristic

The reviewed studies displayed geographical diversity (see Figure 2), with three conducted in China (Wang et al., 2016), (Guo et al., n.d.), (Liu et al., 2018), three in the United States (Froiland et al., 2013), (Froiland & Davison, 2014), (Zhan, 2006), one in Norway (Yang et al., 2023), and one in Turkey (LİNDBERG & GÜVEN, 2021). Six studies utilized cross-sectional methods (Froiland et al., 2013), (Froiland & Davison, 2014), (Guo et al., n.d.), (Liu et al., 2018), (Wang et al., 2016), (Yang et al., 2023), while two employed correlational research (LİNDBERG & GÜVEN, 2021), (Zhan, 2006). Respondents in seven studies included both fathers and mothers (Froiland et al., 2013), (Froiland & Davison, 2014), (Guo et al., 2018), (LİNDBERG & GÜVEN, 2021), (Liu et al., 2018), (Wang et al., 2016), (Yang et al., 2023), while one study exclusively involved mothers as respondents (Zhan, 2006).

Figure 2. Picture of Research distribution

Quality Assesment

We utilized the the Appraisal Tool for Cross-Sectional Studies (AXIS) to evaluate the potential bias in the eight studies. Among these, only one study (Yang et al., 2023) despite utilizing probability sampling, was identified to possess a high risk of bias. This was attributed to inadequate reporting on the validity and reliability analysis of the instruments, lack of reporting on effect sizes, and absence of information on the proportion of missing data.

In contrast, the remaining seven studies (Zhan, 2006), (Froiland et al., 2013), (Liu et al., 2018), (Froiland & Davison, 2014), (LİNDBERG & GÜVEN, 2021), (Guo et al., 2018), (Wang et al., 2016) were classified as having a low risk of bias. (Zhan, 2006), (Froiland et al., 2013), (LİNDBERG & GÜVEN, 2021) were categorized as low risk because they employed probability sampling, provided comprehensive reporting of participants' age and gender distribution, conducted face-to-face interviews for data collection, and interpreted their findings with reference to existing literature.

Liu et al. (2018) were also considered low risk due to their reporting of effect sizes using appropriate analytical techniques, comprehensive reporting of age and gender distribution, and interpretation based on relevant literature. Both Froiland and Davison (2014) and Guo et al. (2018) were classified as low risk because they collected data through face-to-face interviews. Additionally, Guo et al. (2018) employed probability sampling and provided comprehensive reporting of participants' age and gender distribution.

Analysis

Heterogeneity Test

In this study, I^2 statistics were employed to assess the heterogeneity of the collected data. The level of heterogeneity was categorized as follows: 1) I^2 values ranging from 0-40% indicate low diversity; 2) I^2 values falling between 30-60% indicate moderate diversity; 3) I^2 values between 50-90% signify signify significant diversity; and 4) I^2 values between 75-100% indicate very high diversity. As shown in Table 2, the results of the heterogeneity test revealed an I^2 value of 96.44%, indicating high heterogeneity among the studies included in the research data.

Table 1

Heterogeneity Test

Tau	Tau^2	I^2	H^2	R^2	df	Q	p
0.073	0.0054 (SE=0.027)	96.44%	28,074	.	12,000	430,878	< .001

Biased Risk

In this study, three methods were used to assess publication bias. Firstly, funnel plot analysis was performed, followed by Egger's regression test. Both of these procedures were carried out using JAMOVI software version 2.3.24. Thirdly, the results of Rosenthal's Fail-safe N test were also reviewed.

Table 2

Publication Bias table before moderator is entered

Test name	Value	P
Fail-Safe N	5738,000	< .001
Begg and Mazumdar Rank Correlation	0.165	0.451
Egger's Regression	1975	**0.048**
Trim and Fill Number of Studies	5,000	.

Note. Fail-safe N Calculation Using the Rosenthal Approach

Table 2 presents the findings from the analysis of publication bias regarding parental expectations and parental involvement before they were included as moderators. The results of Egger's Fail-Safe N method, using the Rosenthal Approach, revealed a p-value of 0.048 (p>0.05) for parental expectations and parental involvement. This indicates the existence of publication bias across most of the studies included in this analysis. Moreover, there were no signs of asymmetry in the Funnel Plot, as depicted in

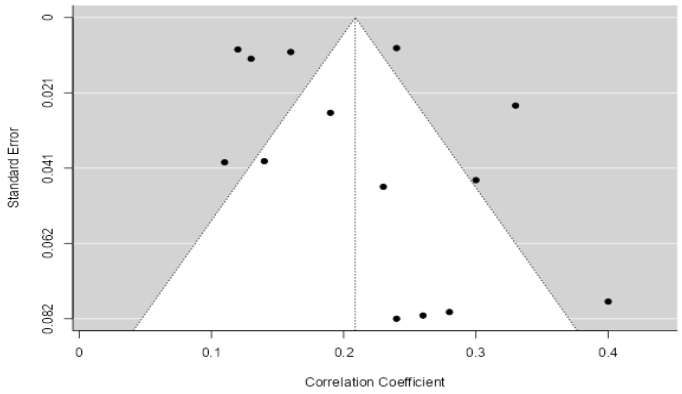

Figure 3. Funnel Plot

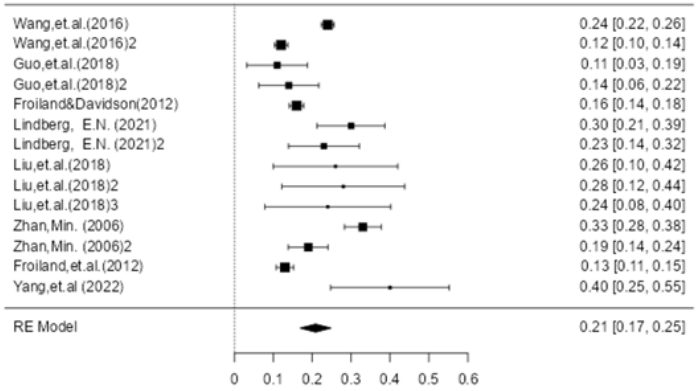

Figure 4. Forest Plot

Figure 4 presents the forest plot, where each study is depicted by a black box indicating the number of participants. A larger box indicates a higher number of participants, while a smaller box signifies fewer participants. Notably, the study by Wang et al. (2016) had the largest number of participants, with 12,724 individuals, while the study Yang et al. (2023) had the lowest, with 118 participants. The forest plot also shows an effect size of 0.21; however, its significance is diminished due to the high heterogeneity (refer to Table 3). Figure 4 further demonstrates that the effect sizes of the analyzed studies varied from 0.11 to 0.34, all indicating positive effects. Nevertheless, the substantial variation in effect sizes suggests a challenge in drawing meaningful interpretations. Consequently, the researcher included both fathers and mothers as moderators, assigning a code of 0 to studies utilizing parental samples and 1 to those employing maternal samples. Upon the inclusion of moderators in the second analysis, it is apparent that their incorporation did not significantly impact the heterogeneity in this study. The level of heterogeneity (I^2) experienced a slight reduction (refer to Table 4).

Hypothesis testing

Table 6

Hypothesis Testing

Random-Effects Model (k = 14)

Estimates	SE	Z	p	CI Lower Bound	CI Upper bound	Estimates
Intercepts	0.209	0.0203	10.3	< .001	0.169	0.249

Note.Tau^2 Estimator: DerSimonian-Laird

Table 6 illustrates the estimated correlation outcomes utilizing MAJOR Meta-Analysis measurements from JAMOVI software, incorporating data from the gathered studies. Data processing in JAMOVI utilized an estimator model in the form of Restricted Maximum-Likelihood and a measures model represented by Fisher's r-to-transformed correlation coefficient. The calculated findings indicate a positive (estimated) and significant correlation between parental expectations and parental involvement ($r=0.209$, $p<0.001$).

Discussion

The objective of this study was to explore the connection between parental expectations and parental involvement through meta-analysis. The results revealed a positive and significant effect ($r=0.209$, $p<0.001$). Previous correlational studies have also highlighted a connection between parental expectations and parental involvement. For example, Sy and Schulenberg (2005) discovered a noteworthy and beneficial direct impact of parental expectations on parental involvement in schooling among European American parents. (0.13), contrasting with a significant and negative effect among Asian American parents (-0.17). This implies that European-American parents who hold high educational expectations are more inclined to participate in educational involvement, whereas Asian-American parents tend to demonstrate less inclination. Similarly, Halle (2000) proposed that parents who prioritize the value of their children's education and maintain high expectations regarding academic achievement are more inclined to engage in activities related to academic success. (e.g., guiding their children's talents and interests in extracurricular activities, monitoring academic progress).

This meta-analysis, involving eight studies with parental participation, examined the relationship between parental expectations and parental involvement, resulting in a positive and significant association. Additionally, this meta-analysis delved into moderators, specifically parents and mothers. The result of this study, alongside previous research, underscore the connection between parental expectations and parental involvement. Several crucial factors that impact parental expectations and involvement in children include:

Parental Education Level

There exists a notable correlation between parental education at home and reading as well as academic achievement (Guo et al., 2018), (LİNDBERG & GÜVEN, 2021), (Zhan, 2006), particularly highlighting the significant relationship between mothers' educational status and children's academic success. Parents with higher educational levels often begin to develop expectations for their children's academic performance as early as age seven. Conversely, parents with limited education may feel less equipped to assist their children with school tasks compared to those with higher educational backgrounds (Coleman & Karaker, 1998). Additionally, parents with limited education may sometimes feel less comfortable interacting with teachers and schools.

Family economic status

The financial status significantly influences both parental involvement and academic performance (Guo et al., 2018), (LİNDBERG & GÜVEN, 2021), (Wang et al., 2016). Family income exhibits a notable correlation with reading proficiency and the academic performance of children (Guo et al., 2018), (Zhan, 2006). These results are consistent with prior research that has emphasized a notable association between socioeconomic status (SES) and parental expectations (Stull, 2013), (Halle, 2000), suggesting that family SES influences parental expectations, consequently impacting children's academic achievements directly and indirectly. Moreover, parental involvement among families with low to middle SES backgrounds has been shown to enhance the development of children's mathematical skills (Oğul & Arnas, 2022).

Home Literacy

Literacy activities at home and parental expectations are essential factors in children's accomplishments during kindergarten (Froiland & Davison, 2014), (Liu et al., 2018). Family socioeconomic status (SES) predicts the availability of literacy resources at home; families with higher incomes often invest more in purchasing books (Stull, 2013). Parents have a substantial impact on promoting the literacy development of children; engaging in activities such as reading books, writing, and memorization can stimulate children's growth and learning (Novianti & Fatonah, n.d.).

Gender of Child

The gender of the child has a significant correlation with learning achievement (Guo et al., 2018), with girls often showing a tendency towards greater complexity compared to boys. For boys, educational attainment, income level, and communication between children and parents are directly and indirectly linked to academic success. In contrast, for girls, income has an indirect effect, education affects reading success both directly and indirectly (King et al., 2013). Furthermore, it's not just the child's gender that matters, but also the gender of the parents participating in involvement activities plays a role in enhancing children's abilities; father involvement has been demonstrated to enhance children's social skills (Uzun & Baran, 2022). Father involvement is also important in nurturing the father-child relationship (Durmuşoğlu Saltali, 2020).

Limitations

One limitation of the articles utilized in this analysis is their origin from sources outside Indonesia. Furthermore, despite the compilation of numerous articles, researchers still face challenges in locating a meta-analysis that fully meets their predefined criteria regarding the correlation between parental expectations and parental involvement. This obstacle adds complexity to the task of identifying research that aligns with the specified criteria, highlighting the necessity for a broader dataset and an increased number of articles addressing parental expectations and parental involvement in future meta-analyses.

Implications

The findings from the eight articles highlight several crucial factors that impact the connection between parental expectations and parental involvement, including parents' level of education, socioeconomic status (SES), quality of home literacy, and the child's gender. The significance of parent education level and family economic status is emphasized as key elements shaping both parental expectations and involvement. However, parents with limited education and lower economic status can still maximize their parental involvement, thereby influencing their children's expectations and development. Addressing the challenges faced by parents with limited education is vital to encourage their active involvement in their children's education. A recommendation for future research is to concentrate on investigating the correlation between parental expectation and parental involvement independently of other variables, within specific contexts such as student achievements or early literacy.

Conclusions

This study successfully addressed the research objective of investigating the relationship between parental expectations and parental involvement through a meta-analysis approach. The analysis included eight articles, comprising both cross-sectional and correlation studies. The data analysis revealed a positive (estimated) and meaningful correlation between parental expectations and parental involvement ($r = 0.209$, $p < 0.001$), indicating that higher parental expectations correspond to increased involvement, and vice versa. The study was classified as heterogeneous, with an I^2 of 96.44%, indicating substantial variability among the analyzed articles. Upon conducting a risk of bias analysis, the results showed evidence of publication bias in the majority of the studies ($p = 0.048$). Despite this, the inclusion of moderators, whether from mothers or parents, only slightly reduced the heterogeneity, which remained significant. This indicates that the moderator variable of participants strengthens the relationship between parental expectations and parental involvement.

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