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Parental Involvement on Children's Educational Achievement: A Scoping Review

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Abstract

Parental involvement is vital in developing individual empowerment and improving the community through education. The scoping review investigates the various kinds and intensities of parental involvement and how they affect children's learning results in various situations. It looks for trends, oversights, and inconsistencies in this collection of research, providing a comprehensive understanding of how various parental involvement strategies impact children's academic progress and language learning. The PRISMA criteria and the Arksey and O'Malley framework are followed to finalize the review. The research includes studies between 2020 and 2024, emphasizing various geographic areas and research styles, including mixed, qualitative, and quantitative approaches. Parental Involvement at Home and School, Language and Skill Development, Academic Support and Learning Activities, and Decision Making are the categories under which the review divides parental involvement. It highlights each type's substantial effects on kids' academic performance. The review also includes the time limits and socioeconomic issues that affect parental involvement which then link to the importance of parental involvement to children's academic performance and its diversities. To promote effective parental engagement in a variety of socioeconomic and educational contexts, it highlights the need for unique strategies and suggests collaboration between parents and educators.

Introduction

The foundation of both uplifting society and individual empowerment, education is recognized as a key factor in fostering social and economic growth. The concept of parental involvement is central to the educational framework, as defined by Smokoska (2020), which refers to the extent of parents' engagement in their children's education, both at home and through interaction with their schools. Kamal et al. (2022) underscore the importance of this involvement, highlighting its essential role in the early stages of a child's educational journey. More than just a facilitator of academic achievement and language development, parental involvement profoundly impacts a child's literacy, motivation, and socio-emotional adjustment, demonstrating that any level of involvement yields positive effects (Kamal & Hashim, 2021).

Parental involvement is crucial in enhancing literacy achievement among primary school children, serving as one of the key support mechanisms (Kasakula, 2022). In the initial learning setting, the family environment plays a significant role in children's development, especially as they begin to interact with individuals outside their family unit (Sudartinah, 2022). According to Rosnelli and Ristiana (2023), literacy involves the ability to understand, process, and utilize information for various purposes. It is integral to a student's life within the community, school, and home, contributing to the development of noble character and enabling individuals to navigate societal challenges effectively (Admin, 2020).

Various forms of parental involvement in education play a critical role in fostering academic achievement and language development. Academic Support and Learning Activities entail direct academic assistance, communication, and participation in learning activities, such as homework support, project completion, educational discussions, and emotional and motivational encouragement (Çobanoğlu & Kumlu, 2020; Amin et al., 2021; Zhang et al., 2020; Mpekethu et al., 2020; Bubić et al., 2020; Kiliç, 2022; Hardiyanto et al., 2022). Language and Skill Development includes engaging in English learning, reading literacy, and reading activities at home, which are essential for literacy and language acquisition (Sumanti & Muljani, 2021; Osabinyi & Ouko, 2023; Christophe, 2022; Kasakula, 2022). Parental Involvement at Home encompasses academic support, expectation setting, and active participation in the learning process, emphasizing the home environment's significance in educational outcomes (Leander & Fabella, 2020; Lindberg & Güven, 2021; Wang et al., 2022; Shukia & Marobo, 2023; Chai et al., 2022). Parental Involvement at School, including attending school meetings and assisting with academic tasks, highlights the importance of parental presence within educational institutions (Leander & Fabella, 2020; Chai et al., 2022). Decision-making involves parents in critical educational decisions, underscoring their role in shaping educational pathways and outcomes (Algani & Mammana, 2023).

The acknowledged benefits of parental involvement in education excluding the complexity of its impact on academic achievement across varied cultural, social, and educational contexts remain insufficiently understood. Studies by authors like Çobanoğlu and Kumlu (2020), Algani and Mammana (2023), and Leander and Fabella (2020) stress the significance of parental engagement across different educational aspects. Yet, findings and methodologies among these studies vary, with research focusing on parental expectations and beliefs (Lindberg & Güven, 2021; Bubić et al., 2020), the role of socioeconomic status in parental engagement (Zhang et al., 2020; Shukia & Marobo, 2023), and the challenges faced by parents from diverse socioeconomic backgrounds (Mpekethu et al., 2020; Osabinyi & Ouko, 2023). These diverse findings indicate a complex relationship between academic success, socioeconomic factors, and the context of parental involvement.

Thus, this scoping review was prompted by the need for a thorough comprehension and integration of the body of research that has already been done on the subject. It looks at the many kinds and levels of parental involvement. It evaluates how it affects children's performance in various situations, particularly emphasizing children's language development. This review looks at how involvement from parents affects language development, which is important for academic performance and for children's ability to interact, comprehend, and communicate with their schoolwork and the outside world. This review offers a comprehensive understanding of how various parental involvement approaches improve or decrease children's academic achievement, particularly their

acquisition and mastery of language abilities, by highlighting trends, gaps, and contradictions in the literature. This added focus on language learning underscores the multifaceted nature of parental involvement and highlights its potential to support children's linguistic development alongside other academic achievements.

Method

This scoping review adhered to the guidelines set forth by the Preferred Reporting Items for Systematic Reviews (PRISMA). The methodology employed for this review was based on the framework established by Arksey and O'Malley (2005), which includes the following steps: (1) identifying research questions; (2) identifying relevant studies; (3) selecting relevant studies; (4) charting the data; (5) collating, summarizing, and reporting the results.

Identifying the Research Questions

The pursuit of understanding and improving children's educational achievements has been a significant focus in educational research. Despite considerable efforts to engage children more effectively and boost their learning capacities, the desired results often remain elusive. This gap in outcomes has led to the formulation of a crucial research inquiry for this scoping review, serving as the cornerstone for the study: "What empirical insights can be drawn from the current body of literature about the impact of parental involvement on children's educational achievements?" This question seeks to unravel the complexities and nuances of parental involvement in education, aiming to provide a clearer understanding of its impact and potential strategies for enhancement. Table 1 shows details of the fundamental research questions developed in accordance with the research goals set within the Population-Concept-Context (PCC) framework.

Table 1. Research Questions Were Formed based on PCC

Research questions	Specific objectives
How are past studies on parental involvement education in children's education distributed?	To explore the temporal and geographical relationship and the setting of past studies.
What research design was used by past studies on parental involvement in children's education?	To determine the research method used in past studies.
What are the research aims of past studies on parental involvement in children's education?	To analyze the research purpose of past studies on parental involvement education in children's education.
What various forms of the study were found in past studies on parental involvement in children's education?	To investigate the various forms that have been researched in past studies.
What are the findings of past studies on the various forms of parental involvement in children's education?	To report the results of past studies on the various forms of parental involvement in children's education.

Identifying Relevant Studies

The strategy for searching was structured to encompass a broad range of relevant studies. This involved the application of specific keywords appropriate to the impact of parental involvement on children's educational achievements, as outlined in Table 2.

Table 2. Search String

Search Directory	Search String
SCOPUS	TITLE-ABS-KEY (parent*) AND (involve* OR engag*) AND (learn*) AND (educat*)
WoS	TS=((parent*) AND (involve* OR engag*) AND (learn*) AND (educat*))
ERIC	(parental involvement) AND (children OR kids) AND (educational success OR achievement)
Semantic Scholar	(parental involvement) AND (children OR kids) AND (educational success OR achievement)

Selection of Study

Criteria for study selection are outlined in Table 3. While scoping review protocols are not suitable for PROSPERO publication, the findings of this review were presented in accordance with the PRISMA guidelines (Tricco et al., 2018). For difficult adherence to the predefined criteria for inclusion and exclusion, titles and abstracts of all articles were independently reviewed by two members of the research team, a crucial step in examining the impact of parental involvement on children's educational achievement.

Table 3. Inclusion and Exclusion Criterion

Inclusion Criteria	Exclusive Criteria
1. Article published from 2020-recent	1. Articles published before 2020
2. Related to parents and children	2. Not related to teenagers
3. Text in the English Language	3. Other language
4. Full text available	4. Without full text

Charting the Data

After utilizing a Microsoft Excel-based data charting form on a representative sample of the studies under examination, the research team identified the characteristics of the articles that would be summarized and analysed. The finalized data charting format was configured to extract specific details from each study, including the author(s), publication year, country of origin, study objectives, research methodology, key elements of the study, and the main findings as listed in Table 4.

Table 4. Literature Matrix

Distribution & Study Design	Purpose	Form of Parental Involvement	Result
Çobanoğlu & Kumlu (2020) Turkey Cross-sectional Survey study	This study examined (a) the availability of basic science materials in children’s home environment, (b) the frequency of parents’ involvement in informal science activities with their children, (c) the level of opportunities parents offered their children for learning basic science subjects, and (d) the effect of grade level on parental support for children’s science learning.	Academic Support and Learning Activities	The MANOVA results indicated that the parents of middle school children supported their children significantly less in doing science and nature activities compared to the parents of preschool and elementary school children.
Algani & Mammana (2023) Arab Quantitative research	This paper focuses on examining the influence of parents' involvement in class on the student's performance in math, the way parents get involved with the school, and their effects on the pupil's success.	Decision making	The findings show that parents' involvement in the decision-making process of their children's education increases based on the parents' level of education, the higher the parents' level of education, the more they get involved at school and parents and educators also have a high level of trust and the way parents track their children's education reflects their involvement in school.
Leander & Fabella (2020) Philippines Questionnaires	This study is focused on Parental Involvement and the Academic Performances of Grade 7 students in Marikina High School, relatively this study discussed the level of Parental Involvement in terms of Epstein’s six types	Parental Involvement in school, Parental Involvement in home	The findings of this study imply that Parental Involvement is very important to achieve the academic performance of students, especially those who were found to have unsatisfactory grades.

	of Parental Involvement.		
Amin et al. (2021) Mixed research methods	This study aims to analyse parental communication on students' learning motivation in the learning process of Islamic religious education.	Academic Support	The results showed differences and influences between parental communication and student learning motivation in Islamic religious education subjects.
Zhang et al. (2020) China Questionnaires	The present study examined the mediating role of parental academic involvement and the moderating role of parental subjective social mobility in this relationship with cross-sectional data.	Academic Support	The results showed that (1) both family SES and parental academic involvement were positively correlated with children's Chinese and math achievement, (2) parental academic involvement mediated the relationships between family SES and children's Chinese and math achievement, and (3) parental subjective social mobility moderated the path from family SES to parental academic involvement.
Sumanti & Muljani (2021) Indonesia Qualitative study	The research aimed to describe parents' involvement to support their children's self-efficacy development in learning English.	Language and Skill Development	It was revealed that parents' involvement in the learning and acquisition of English by the children could contribute positively to their learning achievement and motivation.
Mpekethu et al. (2020) Kenya Qualitative and quantitative methods	The aim of this study was establishing how parental involvement influences children's participation in preprimary in Mlolongo Slum.	Academic Support and Learning Activities	The findings of the study revealed that most parents were either coming home late or leaving very early for work (mostly casual), meant that they did not have much time and concern for their children.
Lindberg & Güven (2021) Turkey Qualitative method	This study is correlational research that aims to define the relationship between parental involvement, parental expectations and elementary school students' academic success.	Parental involvement at home	Results showed that, there are not significantly statistical relations between academic success and parents' gender, children's gender, parental involvement at school. It also shows that parents' educational status, family SES, parental expectation and parental

involvement at home are significantly correlated with children's academic success.

Bubić et al. (2020) Croatia Questionnaires	Students' educational outcomes are influenced by several factors that are not directly related to their personal characteristics, among which parental beliefs and behaviours are of special relevance.	Academic Support and Learning Activities	The obtained results indicated parental self-efficacy as a predictor of perceived academic control and avoidance goals, whereas perception of parental involvement predicted perceived academic control, mastery approach and work avoidance goals. These findings confirm and extend previous knowledge regarding the relevance of parents' engagement to children's educational outcomes.
Wang et al. (2022) China Longitudinal study	The goals of the present study were to examine the mediating effects of children's learning engagement on the relationships of parental involvement in Chinese, English, and math performance and to investigate whether parent-perceived parental involvement and child-perceived parental involvement consistently affected children's academic performance.	Parental Involvement at home	The results showed that after controlling for gender, age, and SES, the parental involvement perceived by parents could be directly and positively related to children's learning engagement, and it also indirectly influenced children's learning engagement through the children's perceived parental involvement.
Shukia & Marobo (2023) Tanzania Mixed Method	This study examines parental engagement in their children's pre-primary education in socioeconomically deprived settings in Tanzania.	Parental Involvement at home	The findings reveal that parental engagement in their children's schooling and learning at home was below expectations, both before and during the COVID-19 pandemic. Parents' engagement with their children's learning was hampered by several socio-

			economic factors.
Kiliç (2022) Turkey Qualitative research methods and case study	This study was conducted to investigate the role of the parents of students in the science and technology lessons of the project-based teaching approach.	Academic Support and Learning Activities	As a result of the research, it was understood that the parents of the students saw the project as a study aimed at increasing the students' hand skills, thinking skills, and productivity to prepare something new. As a result, it was seen that after the project assignment was given by the teachers, the parents were involved in the process to help their children complete the projects.
Osabinyi & Ouko (2023) Kenya Descriptive survey design	The purpose of this study was to investigate ways in which parents are involved in their children's education as precursors of early literacy acquisition of children.	Language and Skill Development	The findings of the study revealed that most of the children were aided in their reading literacy by their significant others and family members. Most parents always read with their children in their sitting room, parents seldom read with their children outside, some parents often read with their children in the kitchen, and fewer parents never read with children in the kitchen as well.
Christophe (2022) Rwandan Structured questionnaire and guided interview	The study aimed to assess the parents' participation and English-speaking skill improvement in Rwandan primary schools in Musanze District.	Language and Skill Development	The study revealed the majority of the students agreed their parents finance them to succeed in English, as the mean score was 3.05 with a standard deviation of 1.41. On the other hand, the findings also revealed that there was a statistically significance high degree of relationship between parents' participation and English-speaking skills improvement thus P-value = .000 which is less than .01 as the level of significance and Pearson coefficient of correlation $r = .955$.
Hardiyanto et al. (2022)	The focus of this research study discusses how	Academic Support and	The results of this study indicate that parental interpersonal

Indonesia Qualitative research	parental interpersonal communication in increasing children's learning motivation in Medan City.	Learning Activities	communication increases motivation to learn by participating in all learning activities, especially in terms of parental supervision of children. In addition, giving appreciation and exemplary parents also supports in increasing children's learning motivation.
Kasakula, M.C. (2022) Zambia Qualitative research	This study sought to establish what primary schools were doing to ensure that there was parental involvement in children's literacy learning.	Language and Skill Development	The study found that parental involvement in children's initial literacy learning in many schools was only achieved through the strategies put in place by some cooperating partners working with the schools such as Read to Succeed, a nongovernmental organization supported by the United States Agency for International Development (USAID).
Chai et al. (2022) Tanzania Qualitative methodology	The study was more focused on exploring the ways that parent's get involved in the learning of their children in PPE, identify the challenges for low parent's involvement and suggest strategies to improve parent's involvement in the learning of their children	Parental Involvement at school, Parental Involvement at home	The study reveals that parents were involved in parenting, school meeting and in helping their children's academic works. Also, the study found that creating effective communication between school and home, developing guidelines for parental involvement as well as creating collaborating academic activities between school and home were the strategies to improve parent's involvement in the study of their children in PPE.

Reporting Results

The research team compiled and presented the outcomes from the data charting process. Subsequently, they categorized the findings by applying specific codes and keywords to condense the data into related themes. The team then reviewed and refined these codes and keywords to confirm their relevance to the study's objectives. Finally, the data was systematically grouped into predetermined categories for analysis.

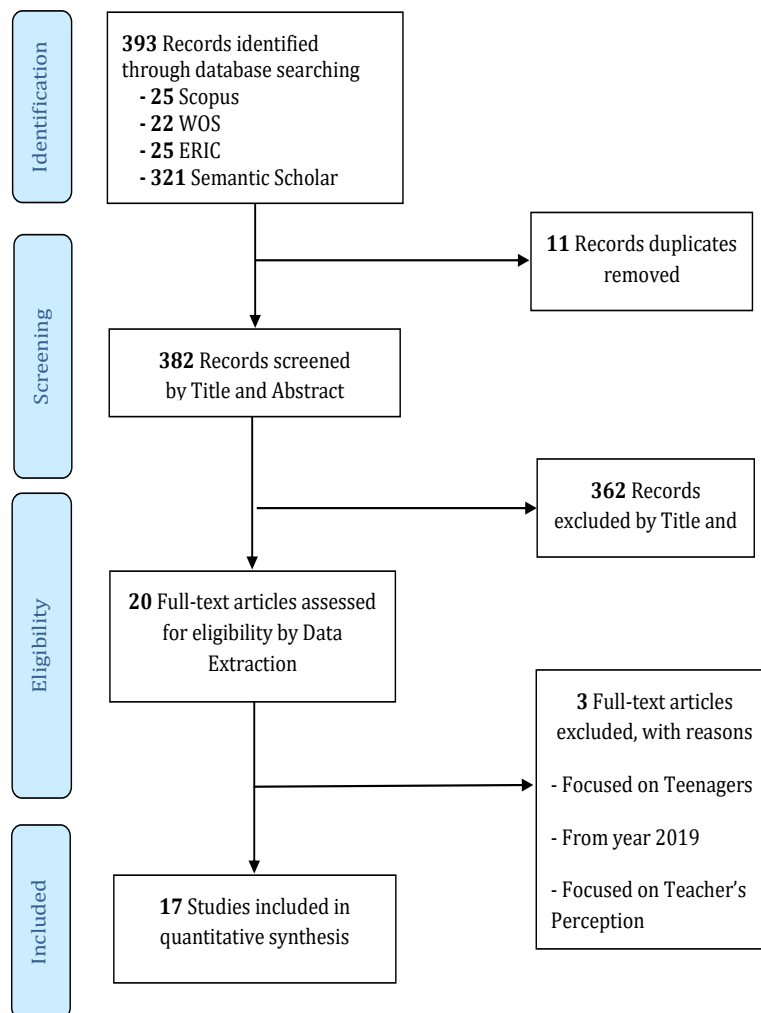


Figure 1. Flow Diagram of PRISMA-ScR

Results

Distribution of Past Studies

The review encompassed studies published from 2020 to 2024. In 2020, five research articles were identified (Bubić et al., 2020; Çobanoğlu & Kumlu, 2020; Mpekethu et al., 2020; Leander & Fabella, 2020; Zhang et al., 2020). Two further articles (Amin et al., 2021; Lindberg & Güven, 2021; Sumanti & Muljani, 2021) were approved in 2021 and were retrieved from four databases. The following six publications were identified in 2022: Wang et al., 2022; Kai et al., 2022; Christophe, 2022; Hardiyanto et al., 2022; Kiliç, 2022; et al., 2022). Three papers from 2023 were found (Algani & Mammana, 2023; Osabinyi & Ouko, 2023; Shukia & Marobo, 2023), all of which looked at the effect of parental participation on kids' academic success. Notably, no relevant studies were found in the year 2024. Distribution by region shows that Asia had the highest number of studies on parental involvement in children's academic achievement, with a total of n=7 studies.

This was primarily contributed by Turkey (Çobanoğlu & Kumlu, 2020; Lindberg & Güven, 2021; Kiliç, 2022) with n=3 studies, followed by China (Zhang et al., 2020; Wang et al., 2022) and Indonesia (Amin et al., 2021; Sumanti & Muljani, 2021; Hardiyanto et al., 2022) each with n=2 studies. Additionally, the Philippines (Leander

& Fabella, 2020) contributed one study and an Arab country was represented by a single study (Algani & Mammana, 2023). Africa accounted for n=5 studies, with Tanzania (Chai et al., 2022; Shukia & Marobo, 2023; Kasakula, 2022) and Kenya (Mpekethu et al., 2020; Osabinyi & Ouko, 2023) each contributing two studies, indicating a growing interest in this field within the region. Europe, on the other hand, had the least number of studies in this area, with only Croatia (Bubić et al., 2020) contributing one study.

Research Design Used in Past Studies

Among the 17 analyzed studies, n=8 (Chai et al., 2022; Sumanti & Muljani, 2021; Lindberg & Güven, 2021; Kiliç, 2022; Osabinyi & Ouko, 2023; Hardiyanto et al., 2022; Kasakula, 2022) utilized qualitative research designs. This was followed by n=5 using quantitative methods (Algani & Mammana, 2023; Zhang et al., 2020; Leander & Fabella, 2020; Bubić et al., 2020; Wang et al., 2022). Additionally, n=3 studies (Amin et al., 2021; Mpekethu et al., 2020; Shukia & Marobo, 2023) adopted mixed research methods. Moreover, there were n=1 each in cross-sectional survey study (Çobanoğlu & Kumlu, 2020), qualitative research methods and case study (Kiliç, 2022), descriptive survey design (Osabinyi & Ouko, 2023), and structured questionnaire and guided interview (Christophe, 2022).

The Research Aim of Past Studies

The recent compilation of studies on parental involvement in children's education identified five major categories of research aims. In the category of Academic Support and Learning Activities, there were n=4 studies conducted, including works by Çobanoğlu and Kumlu (2020), Amin et al. (2021), Zhang et al. (2020), Mpekethu et al. (2020), Bubić et al. (2020), Kiliç (2022), and Hardiyanto et al. (2022). This aim focuses on how parental involvement influences their children's educational activities and its correlation with academic performance. Furthermore, the area of Language and Skill Development explored in n=2 studies, specifically by Sumanti and Muljani (2021), Osabinyi and Ouko (2023), Christophe (2022), and Kasakula (2022).

These studies examined the parental engagement on the development of children's language and fundamental skills. Parental Involvement at School comprises n=2 studies by Leander and Fabella, 2020; Chai et al., 2022 that examine the effects of parental involvement in school-related activities. In terms of research focusing on Parental Involvement at Home, there were n=5 studies contributing to this category. This included research by Leander and Fabella (2020), Lindberg and Güven (2021), Wang et al. (2022), Shukia and Marobo (2023), and Chai et al. (2022), each offering unique insights into how dynamics and effects of parental engagement in the home environment on educational outcomes. Lastly, the category of Decision Making is represented by only n=1 study. These studies, which is Algani and Mammana (2023), focused on the role of parental involvement in decision-making processes related to children's education.

Forms of Parental Involvement

There were five types of parental involvement identified from the 17 articles. The type of parental involvement

with the highest number of studies is Academic Support and Learning Activities, showing n=7 articles, including works by Çobanoğlu and Kumlu (2020), Amin et al. (2021), Zhang et al. (2020), Mpekethu et al. (2020), Bubić et al. (2020), Kiliç (2022), and Hardiyanto et al. (2022). Following closely is Parental Involvement at Home, with n=5 studies represented by Leander and Fabella (2020), Lindberg and Güven (2021), Wang et al. (2022), Shukia and Marobo (2023), and Chai et al. (2022). Language and Skill Development and Parental Involvement at School both have an equal number of studies, with n=4 articles each. For Language and Skill Development, the contributing studies are by Sumanti and Muljani (2021), Osabinyi and Ouko (2023), Christophe (2022), and Kasakula (2022), whereas for Parental Involvement at School, the studies are from Leander and Fabella (2020) and Chai et al. (2022). There was only one study on Decision Making, represented by Algani and Mammana (2023).

The Findings of Past Studies

Based on this scoping review conducted, significant findings were identified from the 17 articles reviewed. Firstly, the aspect of Academic Support and Learning Activities is highlighted in n=7 studies (Çobanoğlu & Kumlu, 2020; Amin et al., 2021; Zhang et al., 2020; Mpekethu et al., 2020; Bubić et al., 2020; Kiliç, 2022; Hardiyanto et al., 2022). These studies collectively underscore the parental involvement in children's education, whether through direct academic support, communication, or engagement in learning activities, has a significant positive impact on children's academic achievements and learning motivation. This involvement includes aspects such as supporting homework and project completion, engaging in educational discussions, and providing emotional and motivational support, which collectively enhance children's academic skills, discipline, and overall educational outcomes. Secondly, the Language and Skill Development in children's education is evident from n=4 studies by Sumanti and Muljani (2021), Osabinyi and Ouko (2023), Christophe (2022) and Kasakula (2022). This research indicates that active parental involvement plays a crucial role in enhancing children's language acquisition and literacy skills. This involvement includes activities such as participating in their children's English learning, aiding in reading literacy, and engaging in reading activities in various home settings.

Thirdly, Parental Involvement at home in children's education is evident from n=5 studies by Leander and Fabella (2020), Lindberg and Güven (2021), Wang et al. (2022), Shukia and Marobo (2023) and Chai et al. (2022). According to the research findings, effective parental engagement in children's education at home is a critical factor in their academic success. This engagement, which includes support for academic activities, expectation-setting, and active participation in learning processes, is positively correlated with better academic performance. However, the results also indicate that socio-economic factors, parents' educational status, and certain barriers such as time constraints and lack of effective school-home communication can significantly affect the level and efficacy of parental involvement. Another critical area explored is Parental Involvement at School, covered in n=2 studies (Leander & Fabella, 2020; Chai et al., 2022).

These studies collectively highlight that active and effective parental involvement in school activities significantly contributes to the academic performance of students. This involvement ranges from participation in school meetings to direct assistance with children's academic work. However, various challenges hinder optimal parental

engagement, including time constraints, parents' educational background, lack of effective learning programs linking school and home, and parents' prior negative experiences with schooling. Lastly, the review found substantial evidence on Decision Making, as demonstrated in n=1 study (Algani & Mammanna, 2023). The results of this study show that parental involvement in decisions about their children's education and academic achievement are significantly correlated. Parental involvement in school decision-making is particularly higher among parents with more education. This increased involvement includes not only participation in school-related decisions but also reflects in how these parents monitor and track their children's educational progress. Additionally, the findings highlight a strong sense of trust and cooperation between parents and educators, indicating that the involvement of well-educated parents in schools is both welcomed and effective.

Discussion

Academic Support and Learning Activities

An active and changing environment is highlighted by educational support and learning activities in parental involvement. Çobanoğlu and Kumlu (2020) found a decline in parental support for middle school children in science and nature activities compared to younger children. Amin et al. (2021) and Hardiyanto et al. (2022) emphasize the importance of parental communication and interpersonal involvement in enhancing student motivation and discipline. Zhang et al. (2020) and Bubić et al. (2020) demonstrate the positive correlation between family socioeconomic status (SES), parental academic involvement, and children's academic achievement, further highlighting the role of parental self-efficacy in educational outcomes. Mpekethu et al. (2020) note parents' challenges with demanding work schedules, emphasizing the need for active parental engagement in children's education for positive outcomes like school attendance and social competence. Kiliç (2022) and Novianti et al. (2021) underscore the importance of parental involvement in project-based activities and parents' overall high motivation and perception of their children's education.

Palma et al. (2021) and Panaoura and Nitsiou (2023) discuss the challenges and adaptations during the pandemic, including the transition to home learning and the role of digital tools and expert support in enhancing parental involvement. Quantitative data from Widayati et al. (2022) and Ramasamy et al. (2023) demonstrate the important impact of parental support on learning efficiency and student motivation, especially regarding school-based activities and preschool instruction. When taken as a whole, these research findings (Çobanoğlu & Kumlu, 2020; amin et al., 2021; Zhang et al., 2020; Mpekethu et al., 2020; Bubić et al., 2020; Kiliç, 2022; Hardiyanto et al., 2022; Palma et al., 2021; Widayati et al., 2022; Novianti et al., 2021; Ramasamy et al., 2023; Panaoura & Nitsiou, 2023) highlight the details and their vital significance.

Language and Skill Development

The works of Sumanti and Muljani (2021), Osabinyi and Ouko (2023), Christophe (2022), Kasakula, (2022), Alrosanty et al. (2022), Akram (2020), Xia (2023), Putri et al. (2022), Salles et al. (2023) and Yustisia and Salsabila (2023) are among the recent studies that showed the critical role of parental involvement in enhancing children's language development and literacy skills. The significance of parental involvement in children's

language and skill development is evident across various studies. Sumanti and Muljani (2021) demonstrated that parental involvement in English learning positively influences children's achievement and motivation. Osabinyi and Ouko (2023) highlighted the role of family in early reading literacy, emphasizing the impact of family structure on reading practices. Christophe (2022) found a strong correlation between parental participation and improvement in English-speaking skills, while Kasakula (2022) observed that parental involvement in literacy often relies on strategies implemented by external organizations.

Alosanty et al. (2021) noted that different forms of parental support enhance language exposure and speaking skills. Additionally, Akram (2020) underscored the importance of parental involvement for distance learners, particularly in building confidence and fluency. Xia (2023) identified a mediation model where parental involvement positively predicts children's cognitive and language skills, mediated by social-emotional competence. Putri et al. (2022) emphasized the need for parental collaboration with schools and communities to improve students' speaking achievements. Salles et al. (2023) established a strong correlation between parental involvement and children's literacy skills. Lastly, Yustisia and Salsabila (2023) showed the impact of the home literacy environment and parental involvement on reading proficiency, revealing challenges due to limited language skills.

Parental Involvement in School

Numerous studies have examined the relationship between parental involvement in school and children's academic achievement, which emphasizes the importance of this relationship as well as the difficulties it faces. While mentioning the challenges caused by parental attitudes and socioeconomic status, the studies of Leander and Fabella (2020) and Kahunzire et al. (2023) highlight the benefits of such involvement, especially for children with lower grades and in lower-income settings. Chai et al. (2022) explore the limitations faced by parents due to time constraints and lack of effective communication between school and home. Dias and Barroso (2023) and Mbhiza and Nkambule (2022) reveal differences in perceptions of parental involvement and feelings of exclusion among parents, respectively. Dor (2023) further highlights the inconsistency between attitudes and actual challenges in parental involvement, underscoring the need for improved parent-teacher relationships. All this research points to the essential of parental involvement in the classroom for academic success but also the existence of socioeconomic and communication barriers that prevent this involvement (Leander & Fabella, 2020; Chai et al., 2022; Kahunzire et al., 2023; Dias & Barroso, 2023; Mbhiza & Nkambule, 2022; Dor, 2023).

Parental Involvement at Home

The research on parental involvement at home and its impact on children's academic achievement presents a complicated circumstance. The benefits of parental support for children's learning at home have been broadly highlighted by experts in recent research (Szász, 2023). Studies by Leander and Fabella (2020), Lindberg and Güven (2021), and Wang et al. (2022) highlight the positive correlation between parental involvement and academic success, emphasizing the need for effective collaboration between schools and parents, especially for students with lower grades.

However, challenges to this involvement are evident, as indicated by Shukia and Marobo (2023), Chai et al. (2022), and Lase et al. (2022), who point out the significant barriers such as socio-economic factors, time constraints, and increased burdens during the COVID-19 pandemic, which have hampered parental engagement in learning activities at home. Despite these barriers, Novianti and Garzia (2020) observed considerable parental engagement in online learning, though not without its difficulties. Generally, these studies underscore the importance of parental involvement at home for academic success, while also recognizing the multifaceted challenges that parents face, influenced by various socio-economic and educational factors.

Decision Making

There is a significant relationship between the parents' levels of education and their level of engagement with the decision-making process regarding their children's education. Algani and Mammana (2023) demonstrated that higher educational levels in parents lead to increased involvement in school decision-making. The findings of Tukiyo et al. (2021) confirm the same pattern by identifying the various factors, including school achievements and facilities, influencing parents' choices during the COVID-19 pandemic. Yulianti et al. (2023) noted differences in parental involvement in urban versus rural schools in Indonesia, with higher involvement among educated parents in urban settings. Furthermore, Muslimah et al. (2021) observed that the level of parental education influences the nature of decision-making with children, promoting more dialogic approaches among higher-educated parents. Lastly, Kim (2023) explored the multifaceted decision-making structure in early childhood curriculum management, underscoring the complexity of factors influencing these decisions. Overall, these studies highlight the important role of parental education in shaping involvement in educational decision-making processes (Algani & Mammana, 2023; Tukiyo et al., 2021; Yulianti et al., 2023; Muslimah et al., 2021; Kim, 2023).

Conclusion

This scoping review has clarified the different aspects of how parental engagement affects educational results and children's language learning. There are various forms of involvement from parents, and each has its own effects and traits. Children's motivation and discipline are greatly increased by academic help and learning activities at home, such as project-based learning and educational support. This engagement frequently fills the gaps between academic understanding and real-world application, giving children a more engaging and meaningful educational experience. Furthermore, it has been demonstrated that parental involvement in language and skill development greatly improves children's reading and language proficiency, highlighting the significance of parental involvement in particular academic subjects.

The review also emphasizes additional parental involvement strategies essential to children's academic performance, such as active involvement in school-related decisions and activities. However, it also recognises the difficulties parents encounter, such as time restraints and economic issues, which can impede their ability to participate effectively. Although these obstacles, the benefits of parental participation at home—especially in the

wake of the COVID-19 pandemic—highlight the necessity of this support for kids' education. Additionally, the degree of parental education influences the decision-making processes surrounding education, suggesting that parents with higher levels of education typically participate in the decision-making process more. This review concludes by underlining the diverse range of parental involvement in their children's education and each type's noteworthy influence on academic success. Acknowledging and promoting these varied types of parental engagement is crucial for children's overall growth and academic achievement.

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