

Effects of Family Socioeconomic Status and Parental Involvement on Elementary School Students' Academic Performance

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Abstract : This study investigates the impact of family socioeconomic status and parental involvement on the academic performance of elementary school students, specifically focusing on migrant students in China. The findings reveal that gender has a stronger influence on academic performance compared to local status and parental tutoring time. Female students tend to achieve higher scores than males. Parental education level does not significantly predict academic performance, while parent tutoring time does have a significant impact. Furthermore, there is a significant interaction between local status and parental education level, indicating that migrant students with lower-educated parents perform better than their local counterparts, while local children excel when their parents' education levels are higher. These results emphasize the importance of parental involvement, particularly for immigrant students, and highlight the need for interventions that enhance parental engagement in education to improve academic outcomes.

Keywords : academic performance, family socioeconomic status, migrant students, parental involvement

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