



RESEARCH PAPER

Impact of Parental Involvement on Academic Performance of Student at Secondary Level in Quetta District

Asmatullah* ¹ Dr. Abdul Nasir Kiazai ²

1. M. Phil Scholar, Institute of Education & research, University of Balochistan , Quetta, Balochistan, Pakistan
2. Assistant Professor, Institute of Education & research, University of Balochistan, Quetta, Balochistan, Pakistan

DOI

[http://doi.org/10.47205/plhr.2022\(6-II\)65](http://doi.org/10.47205/plhr.2022(6-II)65)

PAPER INFO

ABSTRACT

Received:

March 15, 2022

Accepted:

June 17, 2022

Online:

June 19 , 2022

Keywords:

Academic
Performance,
Parental
Involvement,
Secondary School
Students,
Secondary Schools

***Corresponding
Author**

Asmat.muhammd
i@gmail.com

Currently study aimed at assessing the relationship between parental involvement and students' academic performance in government secondary schools of Quetta district. Correlational research design was employed to carry out the current study. Primary data was collected from parents and secondary school students. Convenient sampling technique was used to select secondary schools and parents to get primary data while secondary school students were selected via simple random sampling technique. 567 students and 67 parents were selected for primary data collection. Two set of Questionnaires were used to collect primary data from parents and students. The both questionnaires were both self-administered and were scaled via a five point likert scale and dichotomous. The data was analyzed through statistical package for social sciences SPSS and analyzed data was presented in descriptive, frequency and in the form of Pearson correlation. The findings of this study were statistically significant positive relationship between parental involvement and students' academic achievement. The findings also revealed that students who were scored less CGPA and marks percentage in secondary school exams were children whose parents were less encouraged and involved in their studies. Current study concludes that parental involvement enhanced the academic achievements of their children.

Introduction

Parental involvement is defined as a parent's motivational activities and attitudes that encourage their child's educational wellbeing and goodness. (Fantuzzo, Tighe, & Childs, 2000; Christenson, 2004) Parenting is a two-way theory that establishes a strong correlation between a student's social and academic outcomes. (El Nokali, Bachman, and Votruba-Drzal, 2010; Dearing, McCartney, Weiss, Kreider, & Simpkins, 2004; Dearing, McCartney, Weiss, Kreider, & Simpkins, 2004). In general, parental involvement is described as the involvement of parents in activities that affect their children's educational outcomes. Parental participation, on the other hand, is a clear image of child-parent bilateral connection in relation to school-based activities.

Education is critical for societal advancement. The better educated a society's citizens are, the more civilized and disciplined that society becomes. Ultimately, it is the role of the family to socialize children in order for them to become useful members of the society. The more actively parents participate in their children's education; the more likely they are to succeed academically and grow into productive and responsible members of society.

It has been considered that student academic progress is influenced not just by the quality of schools and teachers, but also by the level of parental involvement in their children's education. The goal of this research is to see if there is correlation between parental involvement in their children's academic activities and their academic accomplishment. For young adolescents, the shift from middle to secondary school can be an intimidating and stressful experience. Students are entering a stage of development in which their physical, cognitive, psychological, and social qualities are starting to change. During this transition, secondary school students face both a contextual and a personal transformation. For children's, their families, and other adults in their lives who want to promote their healthy development and learning, it can be a challenging time. Secondary school may have a more sophisticated learning environment than elementary school, with higher academic achievement standards. When families are involved in their children's education, they are more likely to have higher academic achievement and better behaviour (Bryan, 2005). Learning begins with interaction with one's family at home.

Child development in areas such as cognition, language, and social skills may be influenced by parental engagement in a child's education, as well as environmental and economic variables. Numerous studies have shown the relevance of family engagement and involvement in the years leading up to school entry (Bergsten, 1998; Hill, 2001; Wynn, 2002). Parents' continuing involvement in their children's education has also been demonstrated to increase academic achievement, according to research findings (Driessen, Smit & Slegers, 2005; Fan, 2001; Hong & Ho, 2005). Academic failure has been related to a variety of risk behaviours and bad outcomes, including substance misuse, criminality, and emotional and behavioural issues (Annunziata, Houge, Faw, & Liddle, 2006).

There is minimal evidence on the association between parental participation and secondary school students' academic achievement. The majority of this field's study has been done with elementary school childrens (Baily, Silvern, Brabham, & Ross, 2004; Marjoribanks, 2005). This study may provide an in-depth look at one component of parental participation, involvement in their children's academic activities, and secondary school students' academic attainment.

The results of Pakistan's Boards of Secondary and Higher Secondary Education revealed that nearly half of the pupils failed their secondary school exams (Punjab Statistics Bureau, 2008). Furthermore, the majority of pupils that passed received less than 50% of the possible grades. Academic attainment has been connected to parental involvement in the classroom. Although there has been limited study on parental engagement and secondary school students, the literature review addresses the many elements that may influence parental involvement and secondary school academic attainment. The goal of this Master's research project was to determine the various levels of parental involvement in academic activities and how parental involvement influences secondary school students' academic progress.

This research examines the causal relationships between parents' involvement in their children's academic success and their children's activities and academic accomplishment in secondary schools of district Quetta. The socio-economic status of the people of Quetta is less than other parts of the country. The literacy rate is less and the ratio of out of school children is very high. Due to poor socio-economic status, illiteracy of the most parents, the parents are not well involved in their children's academic performance. Secondly the children also work with their parents in gardening, shops etc after school time.

Teachers at secondary schools in District Quetta are currently having difficulty involving parents in academic issues in order to improve their pupils' academic accomplishments. The development of parental involvement and support in academic matters will aid in the promotion of educational outcomes and student attitudes. Furthermore, most parents are still uninformed of current educational procedures, which makes involving them in their children's learning much more difficult.

The study's major focus was on establishing a correlation between parents' involvement in their children's educational activities and the results they accomplish throughout their pedantic session. The majority of research and studies conclude that parental involvement reduces as children enter adolescence. At this point, the focus of the parent shifts to their other activities and accomplishments. Even so, children's self-esteem is boosted as a result of their participation.

Parental involvement has been shown to have a significant impact on achievement levels. The majority of studies lead to parental engagement in elementary, secondary, and higher education, but there are still many other facts to be discovered. Findings from this study would be more helpful for school teachers and parents. It will also be useful for comprehensive school practices for encouraging active participation by parents in education to the overall benefit of the children.

Literature Review

Parental counseling, according to Jain and Parmar (2012), has a considerable impact on reducing levels of uneasiness among teenagers and impacting children's academic success. The researchers randomly selected 120 students from secondary schools between the ages of 13 and 17. Parents were taught how to motivate and guide their children in a variety of methods. After giving their children counseling, the levels of insecurity were measured. Counseling provided emotional bonding and intimacy between children and parents, which aided in the development of their confidence and accomplishment levels. Kaur (2013) investigated the relationship between parental participation and student academic achievement, as well as the disparities in educational standards between rural and urban locations. A random sample of 180 rural high school pupils from Punjab's Moga district was chosen. The high achievers had a high level of parental involvement, while the poor achievers had a low level of parental involvement. Mante, Awereh, and Kumea (2014) investigated the role of parents in their children's academic achievement in the *International Journal of Advanced Educational Research* 181. The study looked at 26 students, with 11 boys and 15 girls. Questionnaires, interviews, teacher observations, and surveys were used to collect data for this study project. The researchers came to

the conclusion that parental participation had a good impact on academic activity. Martinez (2015) investigated the relationship between parental participation and their children's academic progress. The primary goal of this research was to see if family participation has a substantial impact on students' academic progress. It is concluded that parental participation has a considerable and positive impact on students' academic progress. Verma and Raina (2016) did a study on the quality of parental connections among Shimla public school kids. A total of 100 adolescent students were surveyed. In the 14-16 year old age bracket, there were 50 boys and 50 girls. They discovered that boys have a considerably higher perception of their fathers as objectively rewarding than girls. Their father and mother, according to the boys, were uninterested in their schoolwork. Yaseen, Zaman, and Rasheed (2017) investigated the impact of parental participation on children's academic attainment in Karachi. Communication, decision-making, nice conduct, qualification, handling children's problems, aiding children in school, and other aspects were studied. There is a strong link between parents' communication and their children's responses in school. It was also advised that elaborated campaigns be organised to keep parents informed about their children's academic affairs on a frequent basis.

Parental Involvement and Academic Performance

Parental involvement has been defined in various ways by various authors in the literature. For example, typology of parental involvement includes six categories such as basic parenting, facilitating learning at home, communicating with the school, volunteering at the school, participating in school decision making and collaborating with the community Epstein, J. L. (1990). Other authors and researchers in their studies have used a typology of parental involvement that is based on either intuitive appeal or factor analysis of existing data Izzo, C. V., Weissberg, R. P., Kasprow, W. J., & Fendrich, M. (1999). It should be noted that studies that did not apply a multifaceted typology of parental involvement tend to either describe it as a one-dimensional construct McCarron, G. P., & Inkelas, K. K. (2006) & Oyserman, D., Brickman, D., & Rhodes, M. (2007). or distinguish it broadly by the context in which it takes place that is, at home or in school . Home-based parental involvement includes helping students with homework, talking with them about school, expressing high expectations, encouraging school success, and providing structures that are conducive for learning Sui-Chu, E. H., & Willms, J. D. (1996) & Altschul, I. (2012) School-based parental involvement on the other hand includes volunteering at school, participating in school events and school organizations as well as communicating with teachers and school staff Mau, W. C. (1997).

Parental involvement is the degree to which a parent is committed to his or her role as a parent and to the fostering of optimal child development. It typically concerns the amount of effort put into child-oriented education as well as other activities Nyarko, K. (2011). In the educational domain for example, parental involvement has primarily focused on specific activities such as participating in school events; helping with homework and the number of contacts between families and schools. It has been conceptualized parental involvement in education as the dedication of resources by parents to children within the educational domain Erb, T. O. (2005).

The level of parental involvement has significant effects on children's academic performance. Social cognitive theory suggests that children absorb

messages about appropriate behaviour and socially accepted goals by observing and talking with important people in their lives Bandura, A. (1977). Based on this assumption, parents have the potential to model positive attitudes and behaviours of their children toward the school. Several researchers in their studies in the developed countries have found that parental involvement contributes to academic success of their children Jeynes, W. H. (2005) , Houtenville, A. J., & Conway, K. S. (2008) & Jeynes, W. H. (2007). This is because children are more likely to apply themselves and perform better in school when their parents show an interest in their school work, are willing to assist them with homework and are willing to hold their children accountable for completion of school assignments. Children who are not working hard at school may begin to perceive school as valuable when parents actively demonstrate that they value schooling through involvement.

Besides parents have the distinct advantage over anyone else in that they can provide a more stable and continuously positive influence that could enhance and complement what the school fosters on their children. In this regard, parental involvement is undeniably critical Mji, A., & Makgato, M. (2006). Research findings suggest that parents' attitudes, together with their behaviour and activities with regard to their children's education have an effect on academic achievement Amponsah, M. O., Milledzi, E. Y., Ampofo, E. T., & Gyambrah, M. (2018). However, with regard to the content of what children learn, many parents fall short because in general they do not possess the necessary education and therefore find it difficult to determine and understand what was done at school Mji, A., & Mbinda, Z. (2005). This is a point also raised by a learner in a related study, "... my parents don't know maths and physics so how can they be involved Mji, A., & Makgato, M. (2006).

Parental involvement is a multidimensional and bidirectional construct that has been shown to have clear links with social and academic outcomes for children. Traditionally, parental involvement has been defined as engaging parents in school-based activities and events related to their child's education Epstein, J. L. (2018). However, a more comprehensive view of parental involvement envisaged in the current study goes beyond just parent activities in school settings but in subject-oriented participations with specific reference to Mathematics and English Language. This comprehensive view of parental involvement is grounded in the understanding that success of students in Mathematics and English Language at the senior high school level is influenced by multiple contexts such as the home, the school, and the community in a dynamic and bidirectional manner.

Materials and Methods

Research Design

A correlation study was conducted to determine the correlations between parental involvements impact on students' academic performance. The nature of this study was quantitative which aimed at finding out the impact of parental participation on educational success level of their children at secondary level. The present study provided the possible existing relationship between parental involvement and academic achievement of the students at secondary level. Primary data was collected from parents and students through different questionnaires.

Population

The population for this study is secondary students studying in boys and girls government secondary schools of Quetta district. The students enrolled in class 9th & class 10th of high schools of Quetta is the study population.

Sampling Procedure

The primary data sampling was the boys and girls secondary schools and secondary school students. 14 boys and 9 girls secondary schools were selected as a sample for this study to get the primary data. In these 23 secondary boys and girl's school's 567 students enrolled in class 9th and class 10th were selected to get primary data. The secondary schools for primary data collection were selected conveniently while students for primary data collection were selected through simple random sampling technique.

Instrument of Study

The primary data was collected through self-administered questionnaire from parents and students. Two different questionnaires were developed for parents and students separately. Three variables were set in each questionnaire. The parent's questionnaire was scaled through dichotomous scale while student's questionnaire was scaled with a five point likert scale. Close ended statements were used in data collection instruments. Three statements were included to get demographic information of respondents. There were twenty eight statements in the three variable of parenting , communication and learning in students questionnaire and 28 statements in the three variables of parenting, communication and learning in parents questionnaire to get the primary data.

Data Collection

The researcher visited the secondary school for data collection. For this purpose 12 high schools were selected in Quetta district. 567 secondary school students were selected for primary data collection through simple random sampling technique. 305 students were selected from class 9th while 262 students were selected from class 10th for primary data collection. The researcher selected sample schools conveniently to get primary data from secondary level students. The students were selected through simple random sampling technique in each secondary school. The parents were selected conveniently for primary data collection. From 67 parents primary data was collected through parent's questionnaire.

Data Analysis Tools

The collected data was analyzed through statistical package for social sciences SPSS version-22. For analysis of the data, correlation, frequency distribution and descriptive analysis were applied to find out the relationship between parental involvement and students' academic performance. The analyzed data was presented in the form of tables and explanations.

Data Analysis

The analyzed data is portioned and presented against each unit of objective of this study.

Table 1
Student class

Valid	Class	Frequency	Percent
	9 th	305	53.8
	10 th	262	46.0
	Total	567	100.0

Table 1 presents the descriptive data of the participants. The table shows that 567 students studying at secondary level in secondary schools were selected. 305 students selected for data collection are enrolled in class 9th while 262 students were selected from class 10th accordingly.

Table 2
Frequencies and percentages of students data

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Your parents support you to follow school discipline.	55.4%	33.3%	6.3%	3.4%	1.6%
Your parents help you to complete your assignments.	27%	36.2%	13.4%	12.3%	11.1%
Your parents encourage your good academic performance	55.4%	32.1%	5.6%	3.5%	3.4%
Your parents provide you emotional support	56.1%	31.9%	6.7%	2.8%	2.5%
Your parents provide you economical support	60.1%	27.5%	6.3%	3.9%	2.1%
Your parents monitor your regular attendance.	43.7%	33.2%	10.6%	7.2%	5.3%
Your parents consult your teachers about your studies .	18.5%	34.2%	21.9%	16%	9.3%
Your parents attend your school functions	15.5%	22%	16.6%	24.3%	21.5%
Your parents monitor your social media interaction.	18.3%	18.9%	12.3%	22.8%	27.7%
Your parents arranged tuition for you at home.	36.9%	26.5%	6.9%	16%	10.8%
Your parents asked you about your teachers' method of teaching	33.2%	42.9%	10.9%	7.8%	5.3%

Your parents would appreciate when you received good grades.	56.6%	30.5%	6%	4.1%	2.8%
Your parents' encouragement help you stay focused on your education.	61.6%	29.1%	3.2%	3.2%	3%

Table 2 indicates the descriptive statistics of the data collected from the secondary students. The data was scaled through a five point likert scale showing values 1-5. Value 1 shows strongly agree and 5 strongly disagree while 3 indicate as neutral. The parent involvement statements were asked from students. The students were agreed in number of statements. The data result shows that parents are involved in students school discipline, assignments, encourage good academic performance, emotional and economical support, checks regular attendance , teaching methods, appreciate good grades and focused on my educational activities. While the students were disagreed the involvement of their parents in consult to teachers about their assignments and progress , do not attend school parents meetings, do not monitor their social media interaction, and parents do not ask about teaching methods of teachers. The parents are slightly involve in their academics.

Table 3
Frequencies and percentages of parents

Statements	Yes	No
Do you support your children to follow school discipline?	97%	3%
Do you help your children in completing his /her homework/assignments?	52.2%	47.8%
Do you encourage your children's for good academic performance?	86.6%	13.4%
Do you provide emotional support to your children?	97%	3%
Do you support your children economically?	92.5%	7.5%
Do you monitor your children's attendance regularly?	87.1%	12.9%
Do you consult your children's teachers about your progress in studies?	72.6%	27.4%
Do you check your children's marks in class tests?	62.9%	37.1%
Do you encourage your children in focused on better educational activities?	11.8%	88.2%

Table 3 indicates the results of parent questionnaire. The parents were asked about their children academic progress and their involvement on children academic performance. The results show that parents were agree and involved in their children school discipline , they encourage their children on good academic progress, parents were strongly supporting their children emotional and economical support, also monitor their school attendance regularly, check their children class tests, and consult their teachers regarding their children academic progress. While according to the data analysis the parents were not involved or disagree in helping their children homework and parents do not encourage their children on good academic and educational progress.

Research Objective2: To find out the impact of parental involvement on academic achievement of secondary school students at secondary schools of Quetta district.

Table 4. Correlations between students CGPA and parental involvement.

		*	Previous exam result, number/ %
*	Pearson Correlation	1	.153
	Sig. (2-tailed)		.216
	N	67	67
Previous exam result, number/ %	Pearson Correlation	.153	1
	Sig. (2-tailed)	.216	
	N	67	567

Table 4 presents the data of parental involvement impact on students' academic performance. The result indicates that parental involvement has positive significant on students' academic performance at secondary schools of district Quetta. the results show that parental involvement in their children studies has a positive impact on their academic performance , their examination marks , CGPA and %ages.

Research objective 3: To find out the impact of parental communication on academic achievement of secondary school students at secondary schools of Quetta district.

Table 5. Parental communication correlation with students' academic performance
Correlations

		Previous exam result, number/ %	*
Previous exam result, number/ %	Pearson Correlation	1	-.087*
	Sig. (2-tailed)		.037
	N	567	567
*	Pearson Correlation	-.087*	1
	Sig. (2-tailed)	.037	
	N	567	567

*. Correlation is significant at the 0.05 level (2-tailed).

Table 5 states the results of the variables parental communication with student's annual examination CGPA. The data result presents that there is positive and negative impact of parental communication on students' academic records. Therefore those parents whose communication skill was involved with their students has positive impact on their children academic results while the parents are not involved has negative impact on their childrens academic results.

Discussion

In this study after statistical manipulation, it is proved that there is a significant relationship between parental involvement and students' achievement level. The overall data indicated that there is significant relationship between two

variables. It is proved after many years research that parental involvement plays a significant role in achievement of learning outcomes of their children. Though with passage of time there is significant change also occurred in parent's duties and family structure but still impact of parental involvement is unavoidable. There is a positive relationship found between parent's involvements and children educational excellence. No doubt, parental involvement is a key element of academic betterment of the secondary students. On the other hand it is also a fact that all parents do not have equal knowledge how to be involved in their children educational activities. In that case their involvement does not give desirable outcomes of parental involvement. Parental involvement is a significant aspect in predicting academic achievement of student but it is also dependent on students' insight about these activities of parental involvement. Parental involvement and academic achievement have consistent and positive correlation however strength of this relation sometimes influence by different factors such as the assessment technique which are used to measure achievement level of students or may be some other external factors that have indirect impact on students' achievement. This may be the one reason for the low impact of individual items of parental involvement on students' achievement level in the present study.

Conclusions

The current study sought to investigate the impacts of parental involvement in students' academic performance in secondary schools of district Quetta. The findings of this study suggest that parental involvement has both positive and negative impact on students' academic performance. The parents who were found involved in their children studies, assignments, attendance monitoring, involvement in their homeworks, encourage their good grades etc, academic marks CGPA was better while the parents who were not involved or slightly involved in their children academic progress were found low academic grades. With respect to parent's involvement, they look down on their contribution to their children's academic progress even though not only quantitative findings refute this idea but also the various activities they implement according to the qualitative results in order to enhance children's academic scores. When it comes to the academic help they offer, they are conscious of the significance of homework responsibility and autonomous work since most of them only provide guidance while the children doing homework. Regarding the indirect and economic help they give to their children, the parents attach importance to it as much as the direct help they could offer like helping the children's homework. Finally, demographic characteristics such as gender, age, occupation or level of education, generally, make no significant difference on parents' perceptions about parental involvement although some of them may influence different aspects of their involvement. This research has only focused on the parents' involvement in their children academic performance. The present study is conducted in government secondary schools of boys and girls at district Quetta. Since previous research suggests the profound influence of socio-economic level on parental involvement (Erdener & Knoepfel, 2018), this research may be replicated in different contexts and state schools including this variable to find out the influence of socioeconomic status's on the parental involvement in students' academic records.

The findings of the present study led to draw the following conclusions:

- i. It was concluded from the present study that there was a significant relationship between the two variables i.e. the level of parental involvement in their children's academic activities and the level of academic achievement of children.
- ii. The present study validated the framework of Epstein's (1995) framework of six types of parental involvement in their children's academic performance because the research objectives were formulated within the framework of Epstein's theory.

Recommendations

1. At secondary school level there should be qualified and competent teachers who have knowledge and mastery on subject matter and teaching strategies.
2. Many parents may not be aware of the influence of parental involvement in education on the academic performance of their children. Parents need to be informed that they can contribute to the education of their children through provision of learning facilities at home, checking school report forms and to appreciate children's ability and active assistance among other strategies.
3. Parents need to know their role in the education of their children so that they do not put the blame entirely on the teachers when their children do not perform well in school. However, precaution should be taken when it comes to parental involvement since unreasonably high demand and too much pressure for good performance made by some parents on their children may cause anxiety and fear of failure which may affect the child's academic performance negatively.
4. Parents should ensure to give learning facilities and opportunities to their children at home in discipline.
5. Parents should provide motivating home environment to increase the interests of their child in academic activities.
6. Parents should encourage their children for learning.
7. Parents should talk to their children in a friendly environment, so child should not feel hesitation to discuss school problems with their parents.
8. Parents should attend parents-teachers meetings as it has a positive influence on students academic performance.
9. School administration should establish a coordinator at the school level who should be responsible to work with teachers and principal to initiate support for their parental involvement.
10. They should provide them a healthy, pleasant and creative environment for their grooming.

11. Government should give training to the teachers through Directorate of Staff Development. It should organize induction training, courses, seminars, workshops on new teaching methods and their implementation in schools.
12. It is recommended that parents should spend time with their children and do discuss their academics at home.
13. The study recommends further research on this issue.
14. Government should give proper focus on reduction of poverty.
15. Government should ensure that students complete their studies from primary to higher education.
16. Government should try to educate the people.
17. Conduct a qualitative study to determine involvement activities that attract parents to participate in their children's schools.
18. Conduct a qualitative study to determine the most meaningful and useful activities based on parents' perceptions.
19. It is recommended that PTSMC parent teachers school management committee in each secondary school must be formed and functionalize.
20. It is recommended that future studies must be conducted on the basis of findings of current study.

References

- Altschul, I. (2012). Linking socioeconomic status to the academic achievement of Mexican American youth through parent involvement in education. *Journal of the Society for Social Work and Research*, 3(1), 13-30.
- Amponsah, M. O., Milledzi, E. Y., Ampofo, E. T., & Gyambrah, M. (2018). Relationship between parental involvement and academic performance of senior high school students: The case of Ashanti Mampong Municipality of Ghana. *American Journal of Educational Research*. 6(1), 1-8. DOI: 10.12691/education-6-1-1
- Annunziata, D., Hogue, A., Faw, L., & Liddle, H. A. (2006). Family functioning and school success in at-risk, inner-city adolescents. *Journal of youth and adolescence*, 35(1), 100-108.
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, 84(2), 191.
- Bryan, J. (2005). Fostering educational resilience and achievement in urban schools through school-family-community partnerships. *Professional School Counseling*, 219-227.
- deen Careemdeen, J., Awang, M. M., & Ahmad, A. R. (2020). Parental Educational Support based on Gender among Public Senior Secondary School Children in Sri Lanka. *Implication Of Covid-19 Pandemic Towards Education, Social Life & Global Economics*, 647.
- Dhillon, P. K., Mathur, P., Nandakumar, A., Fitzmaurice, C., Kumar, G. A., Mehrotra, R., ... & Dandona, L. (2018). The burden of cancers and their variations across the states of India: the Global Burden of Disease Study 1990–2016. *The Lancet Oncology*, 19(10), 1289-1306.
- Epstein, J. L. (1990). School and family connections: Theory, research, and implications for integrating sociologies of education and family. *Marriage & Family Review*, 15(1-2), 99-126.
- Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools*. Routledge.
- Erb, T. O. (2005). This We Believe in Action: Implementing Successful Middle Level Schools. *National Middle School Association (NJ3)*.
- Fantuzzo, J., McWayne, C., Perry, M. A., & Childs, S. (2004). Multiple dimensions of family involvement and their relations to behavioral and learning competencies for urban, low-income children. *School psychology review*, 33(4), 467-480.
- Houtenville, A. J., & Conway, K. S. (2008). Parental effort, school resources, and student achievement. *Journal of Human resources*, 43(2), 437-453.

- Izzo, C. V., Weissberg, R. P., Kasprow, W. J., & Fendrich, M. (1999). A longitudinal assessment of teacher perceptions of parent involvement in children's education and school performance. *American journal of community psychology*, 27(6), 817-839.
- Jeynes, W. H. (2003). A meta-analysis: The effects of parental involvement on minority children's academic achievement. *Education and urban society*, 35(2), 202-218.
- Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban education*, 40(3), 237-269.
- Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban education*, 42(1), 82-110.
- Kaur, M. (2013). Blended learning-its challenges and future. *Procedia-social and behavioral sciences*, 93, 612-617.
- Liu, Y., Simpkins, S. D., & Vandell, D. L. (2022). Teachers, afterschool program staff, and mothers: Relationships with key adults and children's adjustment in early elementary school. *Applied Developmental Science*, 26(2), 389-403.
- Mante, F. A., Awereh, E. O., & Kumea, A. O. (2015). Effects of parental involvement on academic performance of pupils: A Case Study at Adukrom Methodist Primary School. *Basic Research Journal of Education Research Review*, 4(1), 1-7.
- Marchant, Sharon and Rothlishberg. Relations of middle school students' perception of family and school context with academic achievements. *Psychology in schools*, 38(6): 505- 519
- Martínez-Huitle, C. A., Rodrigo, M. A., Sirés, I., & Scialdone, O. (2015). Single and coupled electrochemical processes and reactors for the abatement of organic water pollutants: a critical review. *Chemical reviews*, 115(24), 13362-13407.
- Mau, W. C. (1997). Parental influences on the high school students' academic achievement: A comparison of Asian immigrants, Asian Americans, and White Americans. *Psychology in the Schools*, 34(3), 267-277.
- McCarron, G. P., & Inkelas, K. K. (2006). The gap between educational aspirations and attainment for first-generation college students and the role of parental involvement. *Journal of College Student Development*, 47(5), 534-549.
- Mji, A., & Makgato, M. (2006). Factors associated with high school learners' poor performance: a spotlight on mathematics and physical science. *South African journal of education*, 26(2), 253-266.
- Mji, A., & Mbinda, Z. (2005). Exploring high school science students' perceptions of parental involvement in their education. *Psychological Reports*, 97(1), 325-336.
- Nyarko, K. (2011). Parental school involvement: The case of Ghana. *Journal of emerging trends in educational research and policy studies*, 2(5), 378-381.

- Oyserman, D., Brickman, D., & Rhodes, M. (2007). School success, possible selves, and parent school involvement. *Family relations*, 56(5), 479-489.
- Parmar, H. S., Jain, P., Chauhan, D. S., Bhinchar, M. K., Munjal, V., Yusuf, M., ... & Kumar, A. (2012). DPP-IV inhibitory potential of naringin: an in silico, in vitro and in vivo study. *Diabetes Research and Clinical Practice*, 97(1), 105-111.
- Quigley, D. D. (2000, April). Parents and teachers working together to support third grade achievement: Parents as learning partners. In *annual meeting of the american educational research association, New orleans, La.*
- Rafiq, H. M. W., Fatima, T., Sohail, M. M., Saleem, M., & Khan, M. A. (2013). Parental involvement and academic achievement: A study on secondary school students of Lahore, Pakistan. *International Journal of Humanities and Social Science*, 3(8), 209-223.
- Shaheen, A. (2016). *Impact Of Parents'attitude On The Academic Performance Of Secondary And Higher Secondary School Children In District Pakpattan* (Doctoral dissertation)
- Sui-Chu, E. H., & Willms, J. D. (1996). Effects of parental involvement on eighth-grade achievement. *Sociology of education*, 69(2), 126-141
- Wilder, S. (2014). Effects of parental involvement on academic achievement: a meta-synthesis. *Educational Review*, 66(3), 377-397.
- Winkleby, M. A., Jatulis, D. E., Frank, E., & Fortmann, S. P. (1992). Socioeconomic status and health: how education, income, and occupation contribute to risk factors for cardiovascular disease. *American journal of public health*, 82(6), 816-820.
- Wong, L. K. (2014). *The relationship between parenting style and factors of demand on private tutoring in Klang Valley, Malaysia* (Doctoral dissertation, UTAR).
- Yaseen, M. Y. M., Zaman, S., & Rasheed, N. (2017). An empirical study on the role of parents in academic achievement of children in private schools of Karachi. *International Journal of Criminology and Sociology*, 6, 84-92.