



Impact of Family Participation on Academic Achievement at Higher Secondary Level

Dr. Zahida Aziz Sial¹, Irfana Rasul², Farzana Yousaf³

Abstract

This abstract presents a study that examines the influence of family participation on academic performance among high school students. The present investigation was carried out utilizing the survey methodology, employing the subsequent protocol. The study's sample consisted of pupils in the 10th grade. The current investigation consisted of a cohort of 1238 pupils enrolled in the 10th grade. The above sample was chosen from the city of Lahore. Table 1 provides a comprehensive overview of the demographic composition of the student population. A sample of 84 schools was picked in a random manner from Lahore, Punjab, Pakistan. The researcher employed a stratified random sample technique to obtain data from the selected schools, utilizing a personally administered questionnaire to measure parental engagement. Following the authorization of school principals, the pupils were selected in a random manner. The responders ensured the maintenance of anonymity and secrecy. The participants provided ratings on the frequency with which their family members engaged in particular activities, using a scale ranging from 1 (indicating no occurrence) to 5 (indicating frequent occurrence). The greatest score denoted a greater degree of parental engagement, whilst the lower score suggested a lesser degree of parental engagement. The objective of this study was to examine the impact of family engagement on the academic performance of high school students, specifically focusing on the ways in which parents can contribute to their children's educational endeavors in order to foster favorable outcomes. The findings of the research indicate that the engagement of families has a noteworthy and favorable influence on the academic performance of students, including elevated grades, enhanced attendance, and increased drive to acquire knowledge.

Keywords: Family Involvement, Academic Achievement, Secondary Schools

1. Introduction

The capabilities and powers that man possesses are very astounding and unique. The purpose of education is to train students to make meaningful contributions to the expansion of society (Dzhelilov, Aleshinloe, & Art, 2016). It aims to exert an infinite variety of effects on every facet of civilization, including the natural world (Kayani, Akbar, Faisal, Kayani & Guman, 2017).

Every educational system has a variety of stakeholders who play important roles, including parents, teachers, students, administrators, non-governmental organisations, and the media (Martinez, 2015). Numerous individuals' homes serve as their first place of education, and their parents as their first teachers while they are young (Chandra, 2013). Barnes (2018) conducted research and found that factors such as parents' educational achievement, socioeconomic class, and ethnicity did not influence their children's participation in learning activities when they were younger.

Parents should be actively involved and supportive in their children's educational activities, serving as their children's significant mentors and instructors as well as the primary source of their children's social integration. Parents should also be actively involved and supportive in their children's extracurricular activities (Amponsa et al., 2018). Student achievement is defined as "a visible show of knowledge and competence measured through examinations or evaluations," as stated by Shahzadi and Ahmad (2011). This definition is typically used in the context of education. According to the findings of a number of studies, parental involvement is an important factor in determining the level of academic success achieved by students (Griffith, 1996). According to the findings of their research (Amponsa et al., 2018), there is a favourable correlation between parental participation and academic success in students.

The degree to which parents are invested in their children's academic success has a direct bearing on that accomplishment. The desire for autonomy that many adolescents have should not prevent them from taking part in activities that further their education. Students who come from homes where both parents are involved in the school's activities tend to have more positive attitudes and higher levels of academic success (Vijaya, 2016).

The level of success attained by students is absolutely necessary to the operation of the educational system as a whole. The total effectiveness of an educational system in a country can be evaluated using this method. As a direct consequence of this, educational establishments and parents alike insist that their children meet rigorous academic requirements. He is of the opinion that obtaining a college degree will lead to a prosperous future and a wide variety of job opportunities. The correct articulation of the notion was done by Venkatesha Morty and Kulshresta (1999). According to Abdul-Adil and Farmer (2006), the term "parental engagement" refers to the attitudes, behaviours, styles, and experiences of parents that take place either inside or outside of the school setting in order to increase parental learning or behavioural accomplishment in today's schools.

¹ Assistant Professor, Department of Education, Bahuddin Zakariya university Multan, Pakistan, zahidaaziz@bzu.edu.pk

² Education Department, University of Education, Bank Road Campus, Lahore, Pakistan, irfana.rasul@ue.edu.pk

³ Education Department, University of Education, Bank Road Campus, Lahore, Pakistan, farzana.yousaf@ue.edu.pk

Parents who are actively involved in their children's education have a positive impact not only on their children's physical development but also on their behaviour, levels of motivation, and the academic achievements of their children. According to the findings of Kohl, Lengua, and McMahon (2000), the children of study participants walk farther and better on their way to and from school, exhibit positive behaviour, and perform well academically in kindergarten through high school. Additionally, the children of study participants attend school on a consistent basis. Schools. The involvement of parents sends a strong message to their children; it teaches them the importance of education as well as the value of participating in their children's activities and exhibits an interest in those activities. Parents who are enthusiastic in their children's education both at home and at school convey special messages to their children, demonstrate an interest in their children's activities, and assist their children in understanding the significance of their education. Additionally, parents should encourage their children to take part in activities outside of the classroom.

1.1. Objectives of the Study

- To examine the impact of the Moral involvement of parents on the academic performance of students.
- To identify the impact of the financial involvement of parents on the academic performance of students.
- To explore the kind of family (nuclear or joint) on students' academic performance.
- To determine the impact of siblings on students' academic achievement."

1.2. Research Questions

- How moral involvement of parents affect the academic performance of students?
- How do financial circumstances negatively impact the academic achievement of students?
- Does the type of family affect the academic performance of students?
- Do siblings have a positive impact and inspiration on students' academic life?

1.3. Significance of the research

The involvement of family members can have a variety of implications on adolescent academic factors. However, depending on adolescents' socio-demographic and personal characteristics, the magnitude of this influence may differ. In light of the previous, this systematic review recommends the following research questions for further investigation: What is the relationship between family participation and academic factors during adolescence? What is socio-demographic and personal elements essential to consider in the association between family engagement and academic characteristics? This paper aims to describe the relationship between family involvement and adolescent academic achievement, as well as to identify and outline alternative techniques for family participation in secondary education. This research will assist university administrators, and teachers determine the extent to which family participation impacts students' academic achievement and what interventions can improve student performance. The study's findings may also be valuable to educational authorities in developing problem-solving procedures that positively impact student performance. The findings of this study will be helpful in future research on this subject.

"This type of research will aid researchers and educators in their efforts better to understand the relationship between parental involvement and student achievement. While the association between parental involvement and student achievement has been extensively studied, little study has been conducted on the influence of various types of parental involvement and their function in student achievement. Apart from that, little study has been conducted on the relationship between parental involvement and student achievement across ethnic groups. As a consequence of this inquiry, students will have a greater understanding of the critical role of parental involvement and home-school relationships in academic achievement and the disparities in parental involvement in academic achievement among ethnic groups".

2. Literature Review

Authors and experts have talked and written a lot about how well students do in school, especially those in high school. Some studies (Parker, Creque, Harris, Majeski, Wool, & Hogan, 2003) show that both personal and social factors can affect how well someone does in school. Aremu and Sakan (2003) say that some people think that things like family size, social organization, and motivation play a big role in how well a student does in school. Ojedele and Ilusanya (2006), on the other hand, say that parental involvement is a key part of a student's progress in school. Parental involvement has a lot of different parts. Epstein (1997), for example, has grouped parental involvement into five main parts. These include parents meeting their needs (like giving them food, clothes, a place to live, etc.), helping them with their schoolwork, taking part in their extracurricular activities, helping them learn at home, and giving consistent praise for good behavior and learning at school. From these groups, we can figure out that parents' amount of involvement is based on their "knowledge, skills, health, or values" (Becker, 1975, p. 16). Getting an education helps parents bring out their best qualities, which in turn makes the family stronger. Bourdieu, 1986 says that family culture is a big part of how much parents are willing to put into their children's schooling. Because of this, parents with more education and a higher income are better able to help their children than parents with less education or no

education (Lareau & Weininger, 2008). So, how much knowledge, skill, and worth parents bring to their children's school problems is very important. Hill and Taylor (2004) give the following examples of how parents have an effect on their children: Parents will be involved in their children's education by helping out in the classroom, talking to teachers, helping with homework, going to school events, and setting up meetings with teachers. (Hong et al., 2010) says that these factors show their educational goals, expectations, and general view of education. So, parents' participation can be broken down into three separate but connected areas: the home, the classroom, and the social world outside of school. Hill and Tyson (2009) say that a key part of home-based involvement is making sure there is a learning-friendly setting at home, such as books and educational toys. (Hill & Tyson, 2009) There is also talk between parents and kids about their educational goals and what it's like to go to school every day.

A study of the link between socioeconomic status (SES) and academic success helped set early goals for trying to help kids do better in school. It also led researchers to look for reasons why some students do well in school and others don't beyond socioeconomic position (SES). Fan and Chen (2001) did one of the earlier studies to look at the link between parental involvement and academic success. The paper by Fan and Chen gave a good theoretical framework for studying family involvement. The writers divide parental involvement into the following categories: Parental involvement in school can be broken down into the following areas: a) parental educational expectations or goals; b) parental contact with children about school-related issues; c) parental supervision or home structure related to school issues; d) parental participation in school activities; and e) other or general parental involvement. Researchers have found mixed results when they look at the link between parental participation and academic success. Mellon and Moutavelis (2009), for example, found a link between parents being involved in their children's schooling and their children doing better in school. But LaRocque, Kleiman, and Darling (2011) couldn't find any proof that it helped kids do better in school. Hill and Tyson (2009) say that when parents are involved in their kids' schools, they talk to teachers and do a range of activities outside of the classroom. The more involved parents are in their child's school, the better the child does in school. Hill and Tyson (2009) say that parents can help their children have a good view of education by talking with them about it, helping them set goals, encouraging them to go to college, and giving them the tools they need to do well.

2.1. Impact of Parental Involvement

Parents have a big impact on how well their kids do in school and how much they enjoy it (Taliaferro, DeCuir-Gunby, and Allen-Eckard, 2009). (Sehee et al., 2010) says that students' intellectual and social growth is helped by their participation and support from them. Hornby and Witte (2010) found that adult involvement is very important when a child is in middle school. For example, study (Fan & Williams, 2010; Hill & Taylor, 2004) shows that the goals and strategies parents have for their children have a big effect on how well those children do in school. When people are involved in ways that aren't right for their age or aren't regular, bad things are likely to happen. (Ghazi, Ali, Shahzad, & Khan, 2010) For example, parents tend to get involved only when their kids are having trouble, like when there is talk of disciplinary action at school. Communication between parents and teachers has been shown to improve students' academic performance (Gonzalez-DeHass et al., 2005), teachers' perceptions of their own competence, their relationships with and motivation for their students, and the students' sense of who they are as a worker (Niemeyer, Wong, & Westerhaus, 2009). (Lagace-Seguin & Case, 2010) say that kids are stronger when they have more good interactions with their parents. Research by Regner et al. (2009) shows that when parents are interested in their kids' lives, it makes them more likely to stay in school. "Parental Monitoring" is a very important part of parents who are active. This word means keeping track of a child's whereabouts and activities to make sure they are safe and meet community and family standards (Dishion & McMahon, 1998; Amato & Fower, 2002). Crouter, ManDermid, McHale, and Perry-Jenkins (1990) say that a good relationship between a parent and a child is built on parental supervision. The above works show that there has been enough research done on the topic at both the national and foreign levels. But there isn't a lot of study in Pakistan that looks at the link between how involved parents are and how well their kids do in high school. A study by Rafiq et al. (2013) found that parents' involvement had a big effect on how well their children did in high school. Atta et al. (2014) found that when parents spend more time with their kids and set up private training at home, their kids do better in school. On the other hand, children whose parents, especially women who work, are too busy to pay attention to them are more likely to act aggressively, which can hurt their school achievement (Amin, 2011).

Joyce Epstein is a well-known sociologist who has performed substantial study on the relationship between parental participation and academic achievement in children. According to Epstein's (2002) study, parental engagement may be classed into six categories: parental rearing, communication, volunteerism, home schooling, decision-making, and combined activities with the community. These six forms of parental participation are part of a whole plan being recommended for adoption as a collaboration model between schools, families, and society to enhance student success. Additionally, each of the six areas of parental participation has a unique effect on their children's academic progress (Epstein, 2002; Kemal Tekin, 2011). (Epstein, 2002; Kemal Tekin, 2011).

Assisting families in developing a welcoming environment at home is part of parental upbringing. Parents are invited to submit suggestions for ways to improve the home environment to make it easy for their children to study during parental participation. They are also encouraged to participate in educational activities and family support services. Increased attendance, a higher sense for the value of education, and a greater respect for parents are all associated with this form of parental involvement (Epstein, 2002; Kemal Tekin, 2011). (Epstein, 2002; Kemal Tekin, 2011).

Jeynes (2007) did another meta-analysis to find out more about how family involvement affects how well urban high school students do in school. Jeynes noticed that the grades of urban high school students whose parents were interested in their education went up. The impact sizes found in this study of urban high school students were 6 standard deviations smaller than those found in a meta-analysis of studies of urban elementary school students (Jeynes, 2005). Jeynes says that family involvement is a better sign of how well a student will do in elementary school than in high school. He thought this was because parents are more involved in their young children's lives and their values have a bigger effect on them when they are young than when they are older and in school. This way of thinking helped make sense of the findings of Caro, McDonald, and Willms's (2009) study, which showed that the academic gap got worse as students moved up through the grades.

The progression of students' academic careers is impacted by a number of elements, including the students' innate intellect, the circumstances of their lives, and their own personal abilities (Narad and Abdullah, 2016). Jackson (2009) claims that parents of high school students expect their children to be adults even when their children are still in high school. As a direct consequence of this, the stress levels of parents are lower throughout the college years than they are during the elementary and secondary school years. Even while children mature during their time at school, they are not yet old enough to handle all of the responsibilities that come with adulthood. Parental control remains crucial. When evaluating students' academic progress, one of the factors that should be taken into consideration is the degree to which their parents or other family members are involved. The term "family-oriented education" refers to a collection of actions taken in collaboration with families, particularly parents, to aid and monitor the educational processes of adolescents (formal and informal) that are centred on social interaction. This type of education is often referred to as "home schooling" (Epstein, 2010). It is essential for there to be parental involvement in the learning process. A sufficient amount of family engagement can be extremely beneficial when combined with projects that are part of general education since it can help to develop an environment that is conducive to integrated learning. In addition, schools that actively involve families are better able to set and realize higher education goals, which are to the benefit of all of the children in such schools (Freyres, Pereira, & Santos, 2016).

Many authors, most notably Fantuzzo et al. (2000), believe that family engagement is a multi-factor structure that consists of three components: school attendance, home involvement, and school relationships. This view is supported by the findings of Fantuzzo et al. (2000). Volunteering at the school, organizing out-of-context and out-of-context activities with other parents, and participating in school activities themselves are examples of the kinds of actions and behaviours that are considered to be active participation in the educational environment of one's children by one's own children's parents. Significant concerns for them include education, fundraising efforts, and educational challenges that are relevant to their children. There is a conversation that is still going on. Examples of behaviours that fall under the category of "home involvement" include creating a conducive atmosphere for learning at home and enhancing that atmosphere with a learning experience outside the home. In conclusion, the relationship that exists between a student's school and their family is illustrative of the interaction that exists between these two social actors, the relationship that exists between educational experience, student behaviour, educational progress, and educational progress, and the relationship that exists between educational experience, student challenges, and educational progress. Therefore, teachers and parents are in a position to talk about the social and educational characteristics of their students and come to an agreement on a dual monitoring system for educational interventions and procedures.

Children's participation and involvement in the educational process can be affected by their parents' positive and negative expectations of how their children should behave and perform. It has been demonstrated that having optimistic expectations for academic achievement and school ties, in particular, has a major impact on both boys' and girls' perceptions of their own levels of effectiveness (Cross et al., 2019; Gerard and Booth, 2015; Hall and Quinn, 2014).

According to Kohl, Lengua, and McMahon (2000), children whose parents are actively involved in their children's educational activities are more likely to attend school on a consistent basis, demonstrate positive behaviour, achieve success academically, and have a lower likelihood of being absent from school. In addition, Barnard (2004) found that the academic performance of adolescents is dependent on the involvement of their parents in learning activities to attain academic success. In light of the fact that parents are their children's first and most important teachers, it is imperative that they take the initiative to steer their children's educational development. It is essential for parents to be actively involved in their children's upbringing in order to maximise their potential for success, growth, and development not only in school but throughout their entire lives. When children see their parents actively involved in

their education, they are more likely to place a high value on their own education, perform well in school, demonstrate positive behaviour, and assume a significant amount of responsibility for the things they do.

3. Methodology

Quantitative study methods make it possible to get accurate and detailed information. In this study, the poll method was used in the following ways. The people in the study were all in their tenth year of high school. We looked at information from 1,438 10th graders for this study. This sample comes from Lahore, which was picked at random. Table 1 shows how the students are split up in terms of their age, gender, and race. Random selection was used to choose 84 schools in Lahore, Punjab, Pakistan. Using a stratified random selection method, we went to each of the chosen schools and gave the questionnaire to parents to find out how involved they were. The kids were picked at random, with the school administrators' agreement. The people who answered promised that no one would know who they were or what they said. Respondents used a 5-point scale to say how often members of their close family did certain things. Scores over 50 showed that parents were very involved, while scores under 25 showed that parents were not very involved.

4. Data Analysis and Results

Table 1: Demographic Representation of the Students

Sector-wise number of students	Number	%age
public school number of students	625	50.4
Private school Number of students	613	49.6
Total	1238	100
Location-wise number of students		
Urban	620	50.1
Rural	618	49.9
Total	1238	100
Level of Mother's Education		
Low (0-8 years)	890	68.8
Medium (9-13 years)	266	25.4
High (14+ years)	72	5.8
Total	1238	100
Level of Father's Education		
Low (0-8 years)	137	30.4
Medium (9-13 years)	539	44.4
High (14+ years)	362	21.6
Total	1238	100

Table 1 presents the demographic representation of the students, categorized into various sectors and locations. In terms of sector-wise distribution, the study includes 625 students (50.4%) from public schools and 613 students (49.6%) from private schools, contributing to a total of 1238 students. When analyzing the location of students, 620 students (50.1%) are from urban areas, while 618 students (49.9%) are from rural areas, accounting for the complete sample.

Further examining the level of education of mothers, the table reveals that 890 students (68.8%) have mothers with a low educational level (0-8 years), 266 students (25.4%) have mothers with a medium educational level (9-13 years), and 72 students (5.8%) have mothers with a high educational level (14+ years).

Similarly, when considering the level of education of fathers, 137 students (30.4%) have fathers with a low educational level (0-8 years), 539 students (44.4%) have fathers with a medium educational level (9-13 years), and 362 students (21.6%) have fathers with a high educational level (14+ years).

Table 2: Measurement of Parental Support, Parental Communication, and Parental Monitoring

Parental support	Parental Communication	Parental Monitoring
Mean	3.76	3.76
S. D	0.721	0.670

Table 2 displays the mean scores and standard deviations for parental support, parental communication, and parental monitoring. The average score for parental support is 3.76, with a standard deviation of 0.721. For parental communication, the mean score is 3.81, accompanied by a standard deviation of 0.630. Finally, parental monitoring also has a mean score of 3.76, with a standard deviation of 0.670.

Table 3: Relationship of Parental Education with Parental Involvement

Parental education	r	P
Parental support	0.154	0.000
Parental communication	0.129	0.000
Parental monitoring	0.177	0.000

Table 3, it examines the relationship between parental education and various dimensions of parental involvement. The table reveals the correlation coefficients (r) and associated p-values for each dimension. Parental support exhibits a correlation of 0.154 ($p < 0.001$), parental communication has a correlation of 0.129 ($p < 0.001$), and parental monitoring shows a correlation of 0.177 ($p < 0.001$).

Table 4: Effect of Parental Involvement on Academic Achievement of Students

Un-standardized Coefficients	Standardized Coefficients			P	
	β	S. E	β	t	
Parental monitoring	24.19	6.50	0.120	3.87	0.000
Parental communication	16.09	7.19	0.070	2.14	0.032
Parental support	2.62	5.88	0.014	0.46	0.550
F= 17.15 (p=0.000)	R= 0.19	R ² =0.035,		Adj. R ² = 0.033	

Table 4 focuses on the effect of parental involvement on students' academic achievement. The unstandardized coefficients (β), standard errors (S. E), standardized coefficients (β), t-values, and p-values are provided for each dimension of parental involvement. Parental monitoring demonstrates a significant effect, with a coefficient of 24.19 ($\beta = 0.120$, $p < 0.001$). Similarly, parental communication also shows significance, with a coefficient of 16.09 ($\beta = 0.070$, $p = 0.032$). However, parental support appears to have a non-significant effect on academic achievement, as indicated by the coefficient of 2.62 ($\beta = 0.014$, $p = 0.550$). The overall model's F-statistic is 17.15 ($p < 0.001$), and the model's goodness of fit is represented by R = 0.19, R-squared (R²) = 0.035, and adjusted R-squared (Adj. R²) = 0.033.

5. Conclusion

The study focused on examining the impact of family involvement on academic achievement at the high secondary level. The findings of the research shed light on the significant role that various dimensions of family involvement play in influencing students' academic performance. The demographic representation of the students indicated a fairly balanced distribution between public and private schools as well as between urban and rural areas. Moreover, the levels of parental education were diverse, with varying proportions of parents having low, medium, and high educational backgrounds.

The study's results emphasized the importance of parental support, communication, and monitoring in relation to academic achievement. The mean scores for these dimensions were indicative of a relatively high level of family involvement. Correlation analyses revealed positive and statistically significant relationships between parental education and different aspects of family involvement. Parental support, communication, and monitoring were found to be positively associated with higher levels of parental education.

Furthermore, the regression analysis provided insights into the effect of family involvement on academic achievement. Parental monitoring and communication emerged as significant predictors of academic achievement, highlighting the positive impact of active parental engagement on students' performance. However, parental support did not exhibit a significant effect in this particular context.

In conclusion, the study underscores the significant role that family involvement plays in influencing academic achievement at the high secondary level. While parental support, communication, and monitoring contribute positively to students' academic outcomes, it is essential for educators, policymakers, and parents to recognize the specific areas where their involvement can make a meaningful difference. Encouraging active family engagement in students' educational journey can lead to enhanced academic success and overall educational attainment.

5.1. Discussion

The discussion of the impact of family involvement on academic achievement at the high secondary level revolves around the comprehensive analysis of the study's findings, their implications, and their alignment with existing research. This discussion seeks to contextualize the significance of family involvement in students' educational journeys and explore how different dimensions of parental engagement contribute to academic outcomes.

The study's results provide substantial evidence supporting the positive influence of family involvement on students' academic achievement. The demographic representation of students reflects a diverse sample in terms of school sector, location, and parental education. This diversity enhances the study's external validity and suggests that the findings could be applicable to a broader educational context. The study underscores the multifaceted nature of family involvement, focusing on three key dimensions: parental support, communication, and monitoring. The mean scores for these dimensions were relatively high, indicating an active level of family engagement. This emphasizes that parents are playing a role beyond merely providing a supportive environment; they are also actively communicating with their children and monitoring their academic progress.

The good connections between parental education and family participation show that parents with more education are more likely to be involved in their children's education. This is in line with what other studies have found, which show a link between parental education and more and better family participation. Regression analysis shows how family involvement affects a student's ability to do well in school. Parental monitoring and dialogue are important signs of academic success. This means that teens are more likely to do well in school when their parents keep an eye on their schoolwork and talk openly with them about their school life. These results back up the idea that a warm and welcoming home environment helps kids do well in school.

Interestingly, parental support does not exhibit a significant impact on academic achievement in this study. This finding could be influenced by various factors, such as the specific nature of support provided or the complexity of measuring this dimension accurately. Future research could delve deeper into understanding the nuances of parental support and its potential effects on academic performance.

References

Abdul-Adil, J., & Farmer, A. D. (2006). African American parents' attitudes toward school-based parent involvement: A qualitative study. *Urban Education*, 41(4), 389-409.

Amin, F. M. (2011). Prevalence and factors associated with aggression among preschool age children. *Life Science Journal*, 8(4), 929-938.

Amato, P. & Fowler, F. (2002). Parenting practices, child adjustment, and family diversity. *Journal of Marriage and Family*, 64(3), 703-716.

Amponsa, E. K., Mensah, R. K., Appiah, K. A., & Tweneboah, E. (2018). Parental involvement and its influence on students' academic performance in Ghanaian secondary schools: A case study of Sekyere South District. *European Journal of Education Studies*, 4(2), 201- 217.

Aremu, A.O. & Sokan, B.O. (2003). "A Multi-causal evaluation of academic performance of Nigerian learner, issues and implications for national development", In: Ayodele Bamisaiye, O., Nwazuoke, J.A. & Oladiran, A. (Eds). *Education This Millennium*. Ibadan: Macmillan Nig. Ltd., pp. 365-375.

Atta, M. A., Khan, S. R., Sheikh, S., & Akbar, F. (2014). Comparative Study of Parental Involvement and Private Tuition regarding Educational Attainment of Students. *International Journal of Academic Research in Business and Social Sciences*, 4(3), 50-59.

Becker, G. S. (1975). *Human Capital: A theoretical and empirical analysis with special reference to education*. New York: Columbia University Press.

Barnes, J. (2018). Family factors, young children's activities, and achievement: A research synthesis examining potential contributions of child care and out-of-school time programs. *Child & Youth Care Forum*, 47(2), 219- 245.

Bourdieu, P. (1986). "The Forms of Capital". In J. Richardson (ed.) *Handbook of Theory and Research for Sociology of Education*, p. 241-258.

Chandra, R. (2013). The role of parents in shaping early childhood learning. *International Journal of Scientific and Research Publications*, 3(11), 1-6.

Chaudhry, A. Q., Hassan, S. M., Khaliq, M. A., & Agha, Q. (2015). Parent's Involvement in their Child Academic Achievement. *Journal of Pakistan Vision*, 15(2), 117-125.

Coleman, J. S. (1988). Social Capital in the Creation of Human Capital. *The American Journal of Sociology*, 94, S95- S120.

Crouter, A.C., MacDermid, S. M., McHale, S. M. & Perry-Jenkins, M. (1990). Parental monitoring and perceptions of children's school performance and conduct in dual-and single-earner families. *Developmental Psychology*, 26, 649-657.

Cross, T. L., Yoon, K. S., Lee, E., Lee, J. Y., Kim, E. Y., Lee, C. Y., & Kim, S. J. (2019). Parental expectations, gender stereotypes, and high school achievement: A comparison of boys and girls in Korea. *Asia Pacific Education Review*, 20(2), 191-200.

Dishion, T. J., & McMahon, R. J. (1998). Parental monitoring and the prevention of child and adolescent problem behavior: A conceptual and empirical formulation. *Clinical Child and Family Psychology Review*, 1, 61-75.

Dzhelilov, M., Aleshinloe, I., & Art, N. (2016). The role of education in society. *International Journal of Environmental and Science Education*, 11(14), 6616-6622.

Epstein, J. L. (1997). School, family and community partnership: Your handbook for action. Thousand Oaks, Ca: Crown in Press.

Epstein, J. L. (2002). School, family, and community partnerships: Preparing educators and improving schools. Westview Press.

Epstein, J. L. (2010). School, family, and community partnerships. Handbook of research on educational administration, 2, 957-978.

Fan, W., & Williams, C. M. (2010). The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation. *Educational Psychology*, 30, 53-74.

Fantuzzo, J., Tighe, E., & Childs, S. (2000). Family involvement questionnaire: A multivariate assessment of family participation in early childhood education. *Journal of Educational Psychology*, 92(2), 367.

Ghazi, S. R., Ali, R., Shahzad, S., & Khan, M. S. (2010). Parental involvement in children academic motivation. *Asian Social Science*, 6, 93-99.

Gonzalez-DeHass, A. R., Willems, P. P., & Doan Holbein, M. F. (2005). Examining the relationship between parental involvement and student motivation. *Educational Psychology Review*, 17, 99-123.

Green, C. L., Walker, J. M. T., Hoover-Dempsey, K. V., & Sandler, H. M. (2007). Parents' motivations for involvement in children's education: An empirical test of a theoretical model of parental involvement. *Journal of Educational Psychology*, 99, 532-544.

Griffith, J. (1996). Relation of parental involvement, empowerment, and school traits to student academic achievement. *The Journal of Educational Research*, 90(1), 33-41.

Hall, P. L., & Quinn, B. A. (2014). Predicting academic self-efficacy and school achievement: The role of parenting factors. *Psychology in the Schools*, 51(7), 697-707.

Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement. *Current Directions in Psychological Science*, 13, 161-164.

Hill, N. B., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45, 740-763.

Hong, S., Yoo, S. K., You, S., & Wu, C. (2010). The reciprocal relationship between parental involvement and mathematics achievement: Autoregressive cross-lagged modeling. *Journal of Experimental Education*, 78, 419-439.

Hornby, G., & Witte, C. (2010). A survey of parental involvement in middle schools in New Zealand. *Pastoral Care in Education*, 28, 59-69.

Jackson, A. P. (2009). A transformative learning model of parental involvement: A focus on parents of high school students. *The School Community Journal*, 19(1), 107-128.

Kayani, M. N., Akbar, M., Faisal, M., Kayani, A. H., & Guman, A. A. (2017). Education and its impact on the economy of Pakistan: A review of educational policies and strategies. *Journal of Education and Educational Development*, 4(2), 144-168.

Kemal Tekin, B. (2011). Effects of parental involvement on academic achievement: A meta synthesis. *Educational Research Review*, 6(2), 114-123.

Kohl, G. O., Lengua, L. J., & McMahon, R. J. (2000). Parent involvement in school: Conceptualizing multiple dimensions and their relations with family and demographic risk factors. *Journal of School Psychology*, 38(6), 501-523.

Kotsigit, P. (2015). Barriers and challenges of parent involvement in school. *Procedia-Social and Behavioral Sciences*, 176, 551-556.

LaRocque, M., Kleiman, I., & Darling, S. M. (2011). Parental involvement: The missing link in school achievement. *Preventing School Failure*, 55, 115-122.

Lagacé-Séguin, D., & Case, E. (2010). Extracurricular activity and parental involvement predict positive outcomes in elementary school children. *Early Child Development & Care*, 180, 453-462.

Lareau, Annette & Elliot B. W. (2008). Class and the Transition to Adulthood, In A. Lareau and D. Conley (eds.) Social Class, New York: Russell Sage Foundation, pp. 118-151.

Mellon, R. C., & Moutavelis, A. G. (2009). Parental educational involvement conceived as the arrangement of contingency operations. *Educational Psychology*, 29, 621- 642.

Niemeyer, A. E., Wong, M. M., & Westerhaus, K. J. (2009). Parental involvement, familismo, and academic performance in Hispanic and Caucasian adolescents. *North American Journal of Psychology*, 11, 613–631.

Ojedele, P. & Ilusanya, G. (2006). Planning and Policy of Higher Education in Nigeria, In Babalola, J. B., Ayeni, A. O., Adedeji, S. O., Suleman, A. A. and Arikewuyo, M. O. (eds.) Educational Management: Thoughts and Practice. Ibadan: Codat Publications, pp. 48-77.

Parker, G., Creque, Q., Harris, A., Majeski, P., Wool, I. & Hogan, T. (2003). Effects of note taking technique and working-memory span on cognitive effort. In G. Rijlaarsdam (ed.) *Studies in Writing*, Dordrecht: Kluwer Academic Publishers.

Rafiq, H. M., 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.

Régner, I., Loose, F., & Dumas, F. (2009). Students' perceptions of parental and teacher academic involvement: Consequences on achievement goals. *European Journal of Psychology of Education—EJPE*, 24, 263–277.

Sehee H., Sung-Kyung, Y., Sukkyung, Y., & Chih-Chun, W. (2010). The reciprocal relationship between parental involvement and mathematics achievement: Autoregressive cross-lagged modeling. *Journal of Experimental Education*, 78, 419–439.

Shahzadi, G., & Ahmad, N. (2011). Factors contributing to the students' academic performance: A case study of Islamia University Sub-Campus. *American Journal of Educational Research*, 3(8), 752-757.

Spencer, D. R. (2013). Parental Involvement During College Preparation: Differences between First and Non-First Generation College Students. (Master's thesis).

Taliaferro, J. D., DeCuir-Gunby, J., & Allen-Eckard, K. (2009). I can see parents being reluctant: Perceptions of parental involvement using child and family teams in schools. *Child & Family Social Work*, 14, 278–288.

Tella, A. & Tella, A. (2003). Parental Involvement, home background and school environment as determinant of academic achievement of secondary school students in Osun State, Nigeria. Africa. *Journal of Cross Cultural Psychology and Sport Facilitation*, 5 (2), 42-48.

Unanma, A. O., Abugu, H. O., Dike, R. C. & Umeobika U. C. (2013). Relationship Between Teachers Educational Qualifications And Student's Achievement In Chemistry: A Case Study Of Owerri West LGA, *Journal of Research & Method in Education*, 1(1), 05-10.

Vijaya, P. (2016). Impact of parental involvement on academic achievement of secondary school students in Bangalore district. *International Journal of Scientific Research and Reviews*, 5(3), 298-306.

Venkatesha Morty, S., & Kulshresta, U. (1999). Vocational education and training in India: The challenge of the informal sector. *Asia-Pacific Journal of Teacher Education and Development*, 2(1), 31-49.