

EFFECT OF PARENTAL INVOLVEMENT ON STUDENTS' ACADEMIC ACHIEVEMENT AT SECONDARY SCHOOL LEVEL

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ABSTRACT

This study was designed to find out the effect of parental involvement on students' academic achievement at secondary school level. The nature of the study was quantitative and employed causal comparative research design. Two objectives and four hypothesis were developed for this study. The multi stage sampling technique was used to select the sample of 450 secondary school students for this study. The instrument used for this study was questionnaire that was developed of close ended statements on five point Liker-Scale. The reliability of scale was found 0.94 by using Cronbach's alpha formula. The data were analyzed through two-way ANOVA, Pearson correlation, and multiple regressions. The findings of the study indicates that factors of parental involvement such as parents are volunteer in extracurricular activities, parents' participation in meeting, parents provide electronic devices, and parents help in academic achievement had significant effect on students' academic achievements. It is recommended that parents should perform volunteer role in extracurricular activities of their children and take care of the time that their children devoted to studying and make sure that their children do homework daily when students received such support they become more determined to achieve academically.

Keyword: Effect, Parental Involvement, Academic Achievement, Secondary School.

Introduction

Parental involvement is crucial to fostering adolescents' general development and academic success. Children's self-esteem and motivation increase when parents actively participate in their education because they provide vital emotional support, inspiration, and practical guidance. Examples of this involvement include participating in school events, attending parent-teacher conferences, helping with homework, and creating a positive learning atmosphere at home (Idrees et al., 2021). Parental involvement is a significant determinant of a child's academic achievement. According to research, children whose parents are actively involved in their education do better academically, attend class more often, and score higher on standardized tests. By helping with homework, attending school functions, engaging in decision-making processes, and encouraging candid contact with teachers, parents may support their children's education (Carneiro et al., 2022). Among the various benefits of parental involvement, one of the most notable is providing support with homework. Parents who assist with homework can help their children understand the material more thoroughly, ensuring they are well-prepared for exams and assignments. Additionally, this involvement allows parents to identify and address areas where their child may need extra support (Hussain et al., 2022). Research indicates that children who have involved parents perform better academically, score higher on tests, behave better, and feel more accountable.

Additionally, parental engagement strengthens the connection between home and school, ensuring students receive consistent support in all aspects of their education. When parents actively participate in the academic process, students are more likely to feel supported, stay motivated, and successfully achieve their educational goals. This involvement enhances students' motivation, self-esteem, and engagement in learning, leading to improved grades and tests (Ribeiro et al., 2021). Moreover, students with engaged parents are more likely to develop positive attitudes toward

education and exhibit better behavior in school. At the secondary school level, when academic pressures intensify, parental support becomes even more important in helping students navigate challenges and set educational goals. Thus, fostering strong partnerships between schools and families is essential for maximizing students' potential and ensuring their long-term academic success. Attending parent-teacher conferences, school plays, and other events is an excellent way for parents to show their support for their child's education. These activities not only demonstrate parental commitment to their child's learning but also provide opportunities to understand their academic progress and address any emerging challenges (Wilder, 2014). Parental involvement also includes taking part in decision-making processes. Parents can actively contribute by helping select appropriate schools or educational programs, participating in the development of an Individualized Education Plan (IEP) if necessary, and advocating for their child's unique needs (Ahmed et al., 2022). Engaging parents in these decisions ensures that their child's education is tailored to their specific requirements and that adequate resources are provided to support their success. Additionally, maintaining open communication with educators is a vital aspect of parental involvement. Parents are kept updated on their child's development and any difficulties they may face through regular communication with teachers. Through this relationship, parents and educators can work together to promote the child's learning and overcome any challenges that may arise. One important predictor of a student's success is parental participation. Parents may help their children succeed academically by actively participating in their education and offering the tools, support, and direction they need (Hussain et al., 2022).

Objectives of the Study

The following were the objectives of the study:

1. To explore the relationship between parental involvement with students' academic achievement at secondary school level.
2. To identify the effect of parental involvement on students' academic achievement at secondary school level.

REVIEW OF LITERATURE

This study tried to find out how students' academic performance is effected by parental involvement. Vandergrift and Greene (1992) identified two key components that define parental involvement: a commitment to parental support and active participation. Commitment involves actions like encouraging the student and offering empathy, reassurance, and understanding. Active participation refers to visible efforts, such as engaging in school activities or supporting learning at home. Together, these elements form the foundation of effective parental involvement (Wajid et al., 2022). Parental engagement also positively influences students' self-confidence and emotional well-being. Active involvement in a child's education fosters improved parent-child communication and strengthens their relationship, contributing to the child's overall development (Vuong et al., 2021). Moreover, such involvement enhances a child's social and emotional growth, as well as their sense of self-worth. A study published in the *Journal of School Psychology* found that students with more engaged parents reported higher self-esteem compared to those with less involved parents (Boylan et al., 2021). It is widely accepted that parental involvement is essential to a child's overall development and academic success. This involvement can take many different forms, including attending school events, helping with homework, or providing academic support at home. Research consistently demonstrates that parental involvement enhances a variety of student learning outcomes, including academic performance and socio-emotional well-being (Amir et al., 2022). The academic success of secondary school pupils is significantly influenced by parental participation. Students are more likely to succeed academically when parents actively

support their education—for example, by creating a disciplined study schedule, helping with homework, or keeping in constant contact with teachers. Studies have demonstrated that parental expectations and engagement in school-related activities significantly enhance students' motivation, self-discipline, and overall academic performance (Amponsah et al., 2018). Parents who set high but achievable academic goals for their children, encourage a growth mindset, and support their educational aspirations tend to see higher grades and test scores in return. Furthermore, parental participation in school-related activities, like going to parent-teacher conferences or attending school functions, fosters a feeling of community and connection for pupils, which increases their interest in learning. Overall, parental support provides not only academic guidance but also emotional encouragement, which is crucial for navigating the academic challenges of secondary school (Hussain et al., 2021). Parents' participation in parent meetings is a vital component of fostering a strong home-school connection that benefits students' academic success. These meetings offer parents a chance to interact directly with teachers, review their child's progress, discuss concerns, and work together on strategies to enhance learning at home. When parents attend these meetings, they gain a better understanding of the school's expectations, curriculum, and any specific challenges their child may be facing. This involvement helps parents to advocate more effectively for their child's needs, reinforcing the importance of education both at school and at home (CX 5Deen et al., 2020). Additionally, parent meetings offer teachers valuable insights into the child's home environment, which can inform more personalized support strategies. Research has shown that when parents participate actively in school-related events and meetings, pupils feel more connected to and supported, which improves academic achievement and general well-being.

Numerous studies highlight the significant impact that parental participation has on a child's academic achievement. Jeynes (2007) through a comprehensive review, revealed a strong link between active parental engagement in education and improved student outcomes, such as higher grades, better test scores, and greater motivation to learn. While this impact is most notable during early childhood, it continues to be significant through high school. Furthermore, studies highlight the pivotal role of parental expectations and a supportive home learning environment in promoting academic success. Hill and Tyson (2009) identified that when parents set high academic expectations and create a supportive environment, students are more likely to meet those expectations. This has been corroborated by Fan and Chen (2001) who demonstrated that parental involvement leads to improved academic performance, particularly when parents are proactive in engaging with their children's studies, such as by reading with them, supervising their homework, and communicating with teachers. Students' educational experiences are greatly enhanced when parents volunteer for extracurricular activities. In addition to helping clubs, athletics, and other school programs succeed parents who support these endeavors also show their kids the value of community and involvement. Their involvement makes the educational environment more lively and encouraging, giving pupils more chances to develop their skills and grow as individuals (Paul et al., 2021). Parent volunteers often assist with organizing events, coaching teams, or managing logistics, providing essential support that allows these programs to thrive. Moreover, when students see their parents involved in extracurricular activities, it fosters a sense of pride and encourages them to engage more deeply in school life. Studies indicate that parental involvement in such activities can enhance student motivation, improve school attendance, and strengthen the parent-child bond, all of which contribute to better academic performance and emotional well-being (Ahmed et al., 2022). It has been demonstrated that student outcomes are positively impacted by involvement in school-related activities, such as helping in classrooms, attending parent-teacher

conferences, or taking part in school governance. Research on parental involvement in homework is particularly nuanced. While some studies suggest that parental help with homework can improve academic outcomes, others emphasize the importance of balancing support with fostering independence. Otani (2020) found that moderate parental involvement in homework, such as guiding and providing a structured environment, improves student achievement. However, excessive help can lead to dependency, which might hinder the development of autonomous learning skills (Shaheen, 2016). By giving their children technological devices, parents help improve their academic performance in secondary school. These devices, such as laptops, tablets, and smartphones, offer students access to vast educational resources, interactive learning platforms, and online classes that enrich their knowledge and skills. With these tools, students can conduct research, complete assignments, and collaborate with peers more effectively. Moreover, educational apps and software tailored for secondary education help students grasp complex concepts through engaging content. By investing in electronic devices, parents empower their children to stay ahead in their studies and adapt to the evolving demands of modern education. However, parents need to monitor their usage to ensure that these tools are used productively (Liao et al., 2019).

Research shows that parental involvement in their children's schoolwork, homework, and academic work has major benefits. Higher academic attainment, improved behavior, and increased socio-emotional well-being are all linked to this involvement.

However, a number of variables, including the degree of participation, the kind of assistance offered, cultural considerations, and socioeconomic background, affect how successful parental involvement is. Parental participation should be balanced, intentional, and actively supported by schools through consistent communication and the provision of relevant resources to have the greatest possible impact. To better understand how parental involvement affects students and how schools may encourage this involvement in different communities, further study is required. To pinpoint the key aspects of parental involvement that impact adolescents' academic achievements, a meta-analysis was conducted. This study aims to provide insight into various dimensions of parental involvement, emphasizing the importance of intact family structures and effective communication. To completely comprehend the crucial impact that these elements play, more research is necessary. Numerous metrics, including grades, academic accomplishments, and teacher evaluations of kids' academic behaviors and attitudes, have been used to evaluate the impact of parental participation on academic performance (Boylan et al., 2021). Parental engagement in school activities and students' achievements is considered a moderating factor that explains the consistently positive relationship between the two. Studies have also explored how this relationship affects children's social and academic competencies. For instance, ethnic variations were analyzed to identify mediating factors between parental involvement and student success. According to one study, which compared kindergarteners from similar socioeconomic backgrounds who were African-American and Euro-American, the association between parental participation and reading achievement was mediated by academic ability (Hill & Taylor, 2004). Karen and Andrew (2008) investigated the effect of parental participation on academic performance with 10,000 middle school pupils. The findings demonstrated that when parents actively participated in their children's education, students—especially daughters—performed noticeably better. During family dinners, parents were particularly active in talking with their daughters about schoolwork. In a similar vein, Nancy and Lorraine (2004) investigated how parental participation affected academic achievement. Their study highlighted how crucial it is to encourage cooperation between schools and families to support academic achievement. They

provided insights into the mechanisms that shape parental engagement, highlighting variations across cultural, economic, and community contexts, as well as across different developmental stages.

Material and Methods

A quantitative research design was used for this study, which aimed to investigate the effect of parental involvement on the academic achievement of secondary school students. A causal-comparative research design was adopted for this research.

Population

The population of the study consisted of all government secondary schools in districts Lahore and Gujrat. There were 359 public secondary schools and 353,382 students enrolled in district Lahore. Similarly, there were 284 public secondary schools and 107,207 students in district Gujrat. Therefore, the total numbers of secondary schools in both districts were 643 and 4605,899 students.

Sampling

The multi-stage sampling technique was used for this study. The sample was selected from the schools of the two districts of the Punjab province Lahore and Gujrat through convenience sampling technique. In the second stage, this study was comprised of 64(10%) public secondary schools from both Lahore and Gujrat districts. According to Curry (2007) if the range of population is between 101-1,000 then 10% with margin error can be used. Therefore, through equal proportion, the sample size further divided into 24 boys' public secondary schools and 40 was girls' schools. In the third stage, from each school, 7 students were selected randomly for data collection. In this way, the sample consisted of 450 secondary students from both districts.

Instrumentation

The questionnaire was developed on a five-point Likert scale by the researchers. The questionnaire consisted of two parts, one was about demographical variables and the other consisted of close-ended statements about the effect of parental involvement on students' academic achievement at secondary school level.

Reliability and Validity of the Instrument

The reliability of the instrument was checked by Cronbach's Alpha formula and it was found 0.92 after the pilot study of 50 students and the instrument was validated by experts in the relevant field.

Table 3.1

Reliability of Scales

Scales	Items	Cronbach's Alpha Reliability
Parental involvement	22	0.92

Data Collection

The data were collected by convenience techniques because the first author is relevant to the field of teaching.

Data Analysis

The collected data was analyzed using the "Statistical Package for the Social Sciences" (SPSS). Inferential statistical analysis, Multiple Regression and Two-way ANOVA were employed to examine the effect of parental involvement on students' academic achievement scores. Additionally, the Pearson product-moment correlation coefficient" was calculated to explore the relationship between parental involvement and students' academic achievement.

Results and Discussion

Hypothesis 1: There is no significant difference in students' academic achievement without parental involvement and with parental involvement.

Table 1

Comparison of without Parenting Involvement and with Parenting Involvement on Students' Academic Achievement

Marks	Without parenting involvement		With parenting involvement		Two-way ANOVA	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
9 th	338.11	52.29	389.79	39.67	-8.105	<.001**
10 th	328.20	39.67	392.87	37.63	-9.735	<.001**
Both	333.45	53.34	391.25	38.69	-1.565	<.001**

* $p < 0.05$, ** $p < 0.001$,

Two-way ANOVA was conducted to compare without parenting involvement and parenting involvement on students' academic achievement for class 9th. A significant difference was found in without parenting involvement and parenting involvement on students' academic achievement $F(1,235) = -8.10, p < .001$. The mean score of students' academic achievement without parenting involvement ($M=338.11, SD=52.29$) is less than the mean score of students' academic achievement with parenting involvement ($M=389.79, SD=39.67$).

A significant difference was seen in without parenting involvement and parenting involvement on students' academic achievement $F(1,211) = -9.73, p < .001$. The mean score of students' academic achievement without parenting involvement ($M=328.20, SD=39.67$) is less than the mean score of students' academic achievement with parenting involvement ($M=392.87, SD=37.63$).

There was a significant difference identified in without parenting involvement and parenting involvement on students' academic achievement $F(3,446) = -1.565, p < .001$. The mean score of students' academic achievement without parenting involvement ($M=333.45, SD=53.34$) is lower than the mean score of students' academic achievement with parenting involvement ($M=391.25, SD=38.69$). The results revealed a notable difference in academic achievement between students with parental involvement and those without it at the secondary level. As a result, the first hypothesis was rejected.

Hypothesis 2: There is no significant relationship between parental involvement with students' academic achievement.

Parental involvement correlated with students' academic achievements.

Table 2

Results of Correlation of Students' Academic Achievement with Peer Parental Involvement

Variables	<i>Mean</i>	<i>SD</i>		1	2
Students' academic achievement	375.96	49.99		.566**	.649**
Parental involvement	80.448	14.07			-

** .01 level (2-tailed)

A Pearson product-moment correlation coefficient was calculated to examine the relationship between parental involvement and students' academic achievement. Table 2 shows a strong positive and significant relationship between students' academic achievement and parental involvement ($r = .526^{**}, n = 450, p < .001$). The results indicate that there was a significant

relationship between parental involvement with academic achievement at secondary school level students.

Hypothesis 3: There is no effect of parental involvement and its factors on students' academic achievement.

Multiple Regression was used to find the effect of parental involvement factors on students' academic achievements. The results are shown here under.

Table 3

Multiple Regression Analysis for the Effect of Parental Involvement Factors on Academic Achievement of Students

	<i>B</i>	<i>SE</i>	<i>B</i>	<i>t</i>	<i>P</i>
Constant	229.42	11.70		19.59	<.001**
Parents provide electronic devices	8.43	2.62	.158	3.21	<.001**
Parents help in academic achievement	6.96	2.75	.119	2.53	.012*
Parents volunteer in extracurricular activities	12.35	2.40	.240	5.13	<.001**
Parents' participation in parents meeting	12.16	3.12	.189	3.89	<.001**
$R^2 = 0.278$					
$F = 42.748$	$p = .001$				

* $p < 0.05$, ** $p < 0.001$

Table 3 presents the results of multiple regressions calculating the impact of parental involvement on students' academic achievement. This table shows that only 27.8% variance, $F(4, 445) = 42.748$, $p < 0.05$ explained in the dependent variable (academic achievement) is due to the independent variable, (Parental involvement). In this table only Parents in volunteer extracurricular activities were statistically significant with recorded beta value ($\beta = .240$, $p < .05$). While the Parents' participation in parent meetings had a beta value ($\beta = .189$, $p < .05$), Parents provide electronic devices ($\beta = .158$, $p < .05$) and then Parents help in academic achievement ($\beta = .119$, $p < .05$). Hence, the nine hypotheses of the study was rejected which states that there is no significant effect of parental involvement on academic achievement at secondary level students. Moreover, it is concluded that Parents volunteer in extracurricular activities, participate in parent meetings, parents provide electronic devices and Parents help in academic achievement have involved in academic achievement.

Hypothesis 4: There is no effect of parental involvement on students' academic achievement.

Multiple Regression was used to find the effect of parental involvement on students' academic achievements. The results are shown here under.

Table 4

Multiple Regression Analysis for the Effect of Parental Involvement on Academic Achievement of Students

	<i>B</i>	<i>SE</i>	<i>B</i>	<i>T</i>	<i>P</i>
Constant	199.318	11.449		17.410	<.001**
Parents involvement	0.970	.176	.273	5.511	<.001**

$R^2 = 0.364$					
$F = 127.89$	$p = .000$				

* $p < 0.05$, ** $p < 0.001$

Table 4 displays the multiple regression analysis conducted to evaluate the effect of parental involvement on students' academic achievement. The results show that parental involvement had a significant effect on students' academic performance ($\beta = .273$, $t = 5.511$, $p < .001$).

Discussion

The study was conducted to examine the effect of parental involvement on students' academic achievement at the secondary school level. The findings revealed a significant effect of parental involvement on students' academic performance. The findings of this study are consistent with the study of Chen (2005) who investigated the relationship among parents with academic support in Hong Kong. The participants were 270 students of grade 3 level from Hong Kong secondary school. The results of the study showed that parents support indirectly related with their academic achievements. The research hypothesis seeks to examine the effect of parents providing electronic devices, parents helping with academic achievement, parents volunteering in extracurricular activities, and parents' participation in parent meetings on the academic achievement of students in secondary school. The results revealed that significant and positive effects exist between parents providing electronic devices, parents helping in academic achievement, parents volunteering in extracurricular activities, and parents' participation in parents meeting parental monitoring on academic achievement of students in secondary schools. This is because the calculated p-value of 0.001 was found to be lower than the 0.05 alpha level of significance. This implies that the higher parental monitoring effect on academic achievement. This finding matches up with the finding of Keane and Topor (2010) who carried out a study on the relationship between parental monitoring and time management on student academic performance using a sample of 150 participants. The findings of the study showed a statistically significant relationship between parental monitoring and time management with students' academic achievement. This result also agrees with the opinion of Korir & Kipkemboi (2014) who stated that student can be affected academically if they lack parental support, especially in education even when they live with their biological parents.

The study further revealed that there was a significant relationship between parental support and the academic performance of students. The findings support that of Olutola (2007), Baumrind (1980), Ginsburg and Brotein (1993), while it slightly contradicts the finding of Kayode (1999), Danesy and Okediran (2002) and Johnson (1996), that the family (parents) socio-economic status is a strong predictor of academic achievement not just the parenting styles and moral support encouragement received from parents' contributions to students' academic performance.

Conclusion

The study's results also indicated that parental involvement in their child's academic learning improved academic achievement, whereas a lack of parental involvement was associated with lower progress. The findings suggest that children whose parents were more engaged in their school activities tended to have better academic performance. It was concluded that parental involvement had a positive effect on students' academic achievement. Similarly, the types of parental involvement for which the findings were provided the information of secondary school students showed that parents provided electronic devices, parents helped their children in academic achievement, parents volunteered in extracurricular activities, and parents' participation in parent

meetings positively affected on students achievement. Similarly, parental involvement in students' learning was found to have a positive impact on their academic achievement. These findings highlight the importance of promoting and supporting parental participation in education to help develop well-rounded, confident, and socially skilled individuals.

Recommendation

1. Parents should provide psychological support to their children by communicating about the value of education, linking schoolwork to current events, and career aspirations for the future. Students will be more determined in their educational achievements when they receive such support from their parents.
2. Parents should perform volunteer roles in the extracurricular activities of their children.
3. Parents should participate in parent meetings. Parents should take care of the time that their children devote to studying. Parents should also make sure that their children do homework daily and attend the parent's meetings in the school to monitor their academic progress.
4. Parents should provide a structured learning environment and opportunities for their children at home.
5. Parents should create a motivating home environment to enhance their child's interest in academic activities.
6. It is recommended that parents spend quality time with their children and engage in discussions about their academic progress at home.

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