

## PREVALENCE OF PARENTS' INVOLVEMENT IN EDUCATIONAL ACTIVITIES AND STUDENT'S PERFORMANCE: AN ANALYSIS OF CROSS-SECTIONAL SURVEY IN MULTAN, PAKISTAN

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### ABSTRACT

A young child's experience in secondary to higher high school is intimidating and stressful. A high school may have a more complicated learning environment than an elementary school. When parents' try to educate their children, they want the best educational performance and a high level of educational behavior. Many failures in children's educational performance are associated with bad behaviour, poor social environment, lack of income and parents' involvement in their children's educational activities. At the same time, there has been limited study on parents' involvement in educational activities and how parents' influence high school children's educational performance. So, the study's objective was to analyze the dependency between parents' involvement and the student's educational performance. Subsequently, the cross-sectional study was carried out from January to March 2022 in Multan city with 150 male students and 150 female students of tenth class from both public and private secondary level schools. Simple random sampling was used to choose six boys' high schools (one included a public school and one private school) and six girls' schools (one included a public school and one private school), equally presenting both public and private schools. An interview schedule was used to collect data about the study variables among the study respondents. The Qui-square was used to analyze the dependency between parents' involvement and

children's educational performance. The study's findings concluded that parents' involvement and the student's educational performance are significantly dependent, and the high school student's educational performance is influenced by various perspectives of parents' involvement in their children's educational activities and parents' demographic characteristics.

## **KEYWORDS**

Educational Performance, Parents' Involvement, Pakistan, Cross-sectional, Highschool

## **INTRODUCTION**

Education is crucial for the socio-economic progress of the nations. Better education is a source of society's more civilized and disciplined citizens. So, it is the priority of parents' to socialize their children to make them valuable members of society. Most parents' have information about their children's education because they want their child to perform a vital role in education, another field of life, to become an honourable person. We feel that the student's progress is on their side and parents' involvement, not only quality of school and teacher effort. A young child's experience in secondary to higher high school is intimidating and stressful. At this time, students are in the age of development in which their social, mental and physical changing is grooming. During this educational change period, children face subjective and personal transformation (Boonk et al., 2018).

It may be a challenging time for children, parents' and other relating people in their lives who try to make an effort for their fruitful development and education and learning. A high school may have a more complicated learning environment than an elementary school, with higher educational achievement standards. When families try to educate their children, they want the best educational achievement and a high level of behavior (Murray et al., 2012). Family is the first education institute where children start to learn. The socialization and development of children depend on their parents' living styles, such as thinking, language, social life patterns and education, climate change, and source of income. Several types of research illuminate that the permanent involvement of parents' with children's educational activities cause leads to school achievement (Castro et al., 2015). Permanent family involvement with the child in a study can increase learning accomplishment. Many failures in educational life are associated with bad behavior and lack of income. The socio-emotional and psychological issues are the two main factors of failure (McNeal, (2014).

Little evidence is associated with parents' participation in high school student education progress. Sacral Study on this topic is conducted in high school education

(Rodríguez et al., 2017). This research provides information about the parents' contribution to their child's involvement and school achievement. Parents', teachers, and policymakers want to improve their children's educational performance; therefore, it is critical to figure out what factors impact greater attainment. Parents' have a vital role in student life. Another study claimed that family involvement in the educational process impacts the outcome via three mechanisms: School-related models, Specific aspects of human behavior and attitudes, reinforcing particular characteristics of human behavior and attitudes, and learning and instruction in the classroom (Wong et al., 2018).

Furthermore, researchers to improve parents' involvement have actively encouraged it. While some research has come to this conclusion, others have not that parents' participation in children's education takes place at home has a good impact on educational performance (Castro et al., 2015). Others have found non-significant or unfavorable relationships between educational performance and parents' involvement. (Boonk et al., 2018). Children's educational performance depends upon many factors, including various levels of participation of parents', irrespective of education level (Masud et al., 2016). Educational attainment has been connected to parents' involvement in educational activities. However, there has been limited study on parents' involvement and children's educational performance. This study aimed to determine parents' involvement in educational activities and how parents' influence high school children's educational performance (Masud et al., 2015).

### **Parents' involvement in educational activities**

From culture to culture and civilization to civilization, parents' participation varies tremendously. Parents' participation can take many forms, each impacting children's educational performance differently. Expectations from parents' have a more substantial influence on a student's educational performance. Parents' can be involved in many ways, such as reading to their children and encouraging them to do their homework independently. Besides monitoring their behavior inside and outside the home, it also involves providing coaching services to improve their learning in various disciplines. Policy and research in education emphasize the importance of parents' involvement in children's education. According to the study's findings, there is a link between parents' participation and students' performance, particularly in high school (Alhosani et al., 2017).

There is, however, limited and inconsistent research on the effects of parents' involvement in high school (Muller, 2018). A previous study examined parents' involvement in elementary and middle school. There is less information about successful parents' involvement in high school than in primary school. Parents'

participation is connected to improved language and math performance, enrolment in more challenging programs, vital educational perseverance, better behavior, improved social skills and school adaptation, better attendance, and lower dropout rates for children (Rodríguez Martínez et al., 2017).

Connections to school, family, and community are vital for various reasons. They can support teachers in their job, improve school programs and climate, give family services and support, and aid parents' in developing their leadership skills. They can also help parents' connect with other students and community members. However, the principal purpose of such collaborations is to assist students in achieving educational and life success. The four types of parents' involvement are involved in children's educational activities, children's at-home activities, direct parents' involvement in children's educational activities, indirect parents' involvement in children's educational activities and interaction with children's teachers (Park et al., 2017). Different parents' have different levels of parents' involvement. A woman with young children, parents' who are illiterate or educated, the involvement of the father, the family background, and the family's financial status are factors of involvement. Early parents' interaction with children has been linked to better results, especially in personality development. Parents act as role models for children. They are always written so that their parents' have the most significant control over their children. The presence of other characteristics such as social class and family size has a positive impact on children's educational achievement (Benner et al., 2016).

Parents need to be involved in their children's schoolwork. Examples of these activities are communicating with teachers, checking children's attendance, monitoring their activities at school, and reviewing quarterly educational progress reports. All of these elements have the potential to help youngsters attain superior educational performance (Silinskas & Kikas, 2019). Parents' are becoming increasingly concerned about the learning opportunities provided by high schools. Parents' educational ambitions for their children become evident when they advance from middle to high school. As their children graduate high school, parents' grow increasingly anxious about their children's future education and the impact of high school programs on college prospects (Tazouti & Jarlégan 2016).

### **Significance of the Study**

Educational success is intrinsically related to parents' involvement in their children's education. This method could lower the number of students failing exams, could help mitigate widespread test failure and squander private and public bucks. For example, suppose half of the high school students fail their examinations. In that case,

the amount of public money spent on their education and parent spending on textbooks and other educational costs is slashed in half. Furthermore, parents' involvement in their children's educational pursuits can save both private and governmental funds and improves the quality of education for children on a national and personal level. Based on these theories, researchers investigated what parents' factors influence students' educational success. Researchers have concluded that parents' involvement in their children's education is crucial to their educational success. They reviewed many studies. Our study aimed to determine whether parents' involvement in their children's educational activities was related to their educational performance in high school. The findings of this study would benefit parents', children, and educators. By understanding how their interactions and activities with their children affect their children's learning and prospects, parents' can become more involved in their children's education. The study's findings may also be helpful to educational institutions. The data might be used to create educational programs encouraging parents' to participate in school events, choices, and projects. To help children excel educationally, bridge the gap between home and school with programs like these. This study's findings could substantially contribute to the current body of knowledge in the field of educational sociology. The study's findings could be beneficial to school planning departments. Simply, this research will be helpful in the future.

### **The Study's Objectives**

To examine the dependency between parents' involvement in educational activities and children's educational performance.

### **The hypothesis of the study**

Children's educational performance depends on parents' involvement in their children's educational activities.

### **METHODOLOGY OF THE STUDY**

The study was based on a cross-sectional survey conducted from January to March 2022. The study population comprised high school students, including boys and girls in the 10th class in private and public high schools in Multan City. High school

students were selected because they would be able to comprehend the researchers' inquiries. A simple random sampling technique was used to choose schools and students. Twelve schools were chosen randomly for equal representation of boys and girls; three male and three female schools were sampled randomly from each public and private high school in the first phase. The sample size was three hundred students. Seventy-five male and seventy-five female students were sampled from public schools,

and the same number of students were sampled from private schools in the second phase.

### Data Collection Tool

An interview schedule was constructed using available related literature. The interview schedule consisted of thirty-one closed-ended questions. The interview schedule was reasonable for collecting data with a rationale that the 10th class students may not be able to understand the questionnaire questions themselves. Informed consent was also taken for data collection from school management and respondents.

### Conceptualization of Parents' involvement

Parents' involvement refers to various behaviors that parents' engage in with their children to boost their ambition and educational performances, such as discussing school with them and keeping track of activities. Parents' involvement is multifaceted, making it difficult to classify (Antony-Newman, 2019). Ramanlingam & Maniam (2020), for instance, proposed six areas of involvement: parenting, decision-making, volunteering, communicating, learning at home, and community collaboration. Kocayörük (2016) classified involvement into three categories: behavioural, personal, and cognitive-intellectual.

### Data Analysis

Researchers used descriptive and inferential statistical analysis. The frequencies and percentages were analyzed through descriptive and inferential analysis to infer the dependency between parents' involvement and educational performance by conducting the Chi-square test. For data analysis, both descriptive and inferential, SPSS version-24 was used.

## RESULTS

### Table.01

#### Socio-demographic profile

Variables	<sup>n</sup> (f)	Percent (%)
<b>School Category</b>		
Public Sector	180	60.0
Private Sector	120	40.0
<b>Gender of Students</b>		
Male	152	50.7
Female	148	49.3

<b>Education (Maternal)</b>		
Low Education (Illiterate-Middle)	74	21.3
Medium Education (Matriculation to Intermediate)	120	40.0
High Education (Graduate or Above)	116	38.7
<b>Education (Paternal)</b>		
Low Education (Illiterate-Middle)	54	14.7
Medium Education (Matriculation to Intermediate)	92	30.7
High Education (Graduate or Above)	154	54.7
<b>Siblings of Respondent</b>		
1-3	102	34.0
4-6	156	55.3
7-9	42	10.7
<b>Parents' Teachers Meeting (PTM)</b>		
Rarely	74	24.7
Often	226	75.3
<b>Total</b>	<b>300</b>	<b>100 (%)</b>

The tenth-grade students in both public and private high schools, boys and girls, made up the sample for this study. Table 01 contains a presentation of the data. The students were questioned regarding their school category (public sector or private sector), student gender, maternal education level, paternal education level and siblings living in their families.

The results showed that most (60 percent) of students were enrolled in public sector schools, while just 40 percent were enrolled in private sector schools. The results indicated that most students were enrolled in public sector schools for their studies. Concerning respondent gender, the statistics showed that 49.3 percent of students were female, and 50.7 percent of students were male. The information showed that little over

50.7 percent of the responders were male students. The distribution of students was also based on the educational attainment of their moms. It was discovered that 40 percent of the students' mothers had completed middle to intermediate education, 38.7 percent had completed between graduate and above, and the remaining 21 percent had only completed up to middle level. The results showed that most students' moms had a middle level of education. The results showed that, of the students' fathers, 54.7 percent had completed graduate to above formal education, 30.7 percent had completed middle to intermediate formal education, and the other 14.7 percent had completed less formal education from illiterate to the middle. The statistics showed that most students' fathers had an education level between 14 and above.

Data indicated that the father had a greater level of schooling than the mother. Only 34 percent of students had one to three brothers and sisters, compared to the majority (55.3 percent) who had four to six siblings. The remaining students (10.7 percent) had between seven and nine brothers and sisters. The bulk of the students, it showed, belonged to quite large families.

**Table.02****Parents' involvement in their children's Educational Activities**

Variables	n (f)	Percent (%)
<b>Parents' involvement in asking for homework</b>		
Rarely do	40	13.3
Often do	260	86.7
<b>Total</b>	<b>300</b>	<b>100 %</b>
<b>Parents' involvement in tuition</b>		
With some extent	64	21.30
With great extent	236	78.70
<b>Total</b>	<b>300</b>	<b>100 %</b>
<b>Parents' involvement in doing homework</b>		
No involvement	92	30.70
Yes, do involvement	208	69.30
<b>Total</b>	<b>300</b>	<b>100 %</b>
<b>Parents' involvement in assessing attendance of children</b>		
Rarely do	2	0.70
Often do	298	99.30
<b>Total</b>	<b>300</b>	<b>100 %</b>
<b>Parents' keeping contact with teachers to monitor attendance of children</b>		
No contact	112	37.30
Yes, make contact	188	62.70
<b>Total</b>	<b>300</b>	<b>100 %</b>
<b>Observing the teaching methods of teachers by parents'</b>		
Rarely observe	80	26.70
Often observe	220	73.30
<b>Total</b>	<b>300</b>	<b>100 %</b>
<b>Keeping touch with teachers if a child not doing homework</b>		
No	134	44.70
Yes	166	55.30
<b>Total</b>	<b>300</b>	<b>100 %</b>

The extent of the parent-teacher meeting was a crucial component of parents' involvement in their children's educational activities. The extent to which parents speak with teachers about their children's educational progress may positively impact the kids' educational activities and performance. Table No. 02's data showed that, in contrast to the parents' who were least interested in inquiring about their children's educational progress (24.7 percent), the vast majority of students' parents' (75.3 percent) consulted teachers about their children's educational progress performance. When doing homework, parents' encourage their kids to finish it as soon as possible. Table No. 02 revealed that most students' parents' (86.7 percent) encouraged their kids to finish their assignments, while just 13 percent of them disregarded their advice to ensure their kids completed any homework given to them by teachers. A sizable majority (78.7 percent) of the student's parents' were interested in setting up tuition for their kids, but only 21.3 percent were interested in setting up tuition for extra coaching. The majority of students' parents' (69.3 percent) assisted their kids with their schoolwork, according to the data, compared to just under one-third (30.7 percent) of parents' who did not.

The data clearly showed that 99.3 percent of students' parents' kept an eye on their kids' regular attendance at school. In contrast, a minority of students' parents' (0.7 percent) did not care whether their kids attended school regularly. Table No.02 further revealed that while 37.3 percent of the student's parents' did not get in touch with teachers to ask about their kids' attendance in class, 62.7 percent of students' parents' continued to check in with their kids' teachers to see whether they were in class. Data revealed that 73.3 percent of students' parents' asked about instructors' teaching methods, compared to 26.7 percent of students who had little interest in learning about teachers' pedagogical practices. Table No.02's statistics also revealed that while the remaining parents' of students (44.7 percent) did not ask teachers when their children were not finishing their homework, 55.3 percent of parents' of students stayed in contact with teachers when their children did not finish their homework. It may help reach goals when someone, particularly parents', compliments their kids on their exceptional educational or other performances.

**Table.03****The level of Parents' Involvement in their children's Educational Activities**

Variables	n (f)	Percent (%)
<b>Appreciating the good educational performance</b>		
Rarely appreciating	42	14.0
Often appreciating	258	86.0
<b>Total</b>	<b>300</b>	<b>100 %</b>
<b>Level of involvement in educational activities</b>		
Low (Level)	36	12.00
Medium (Level)	70	23.30
High (Level)	194	64.70
<b>Total</b>	<b>300</b>	<b>100 %</b>

Table No.03 contains data that show that (86 percent) of the student's parents' supported their kids' educational performance, while only (14 percent of the student's parents' did not support their kids' educational performance).

The total level of parents' involvement in their children's educational activities was also disclosed in Table No.03, which may have a good impact on their educational success.

Table No.3 demonstrates that parents' of students had a high level of parents' involvement in their children's educational activities (64.7 percent), a medium level of parents' involvement (23.3 percent), and a low level.

**Table.04****Children's Educational Performance**

Variables	n (f)	Percent (%)
<b>Total percentage in last three classes examination</b>		
Low educational performance	58	19.30
Medium educational performance	118	39.30
High educational performance	124	41.30
<b>Total</b>	<b>300</b>	<b>100 %</b>

Researchers asked students about parents' involvement in their children's educational activities based on various hypotheses that could affect how well their

children perform educationalally. The responses collected about the educational performance (percentage) in the examination of the previous three classes are shown in table No.04. This table shows that 41.3 percent of the students had higher levels of educational achievement in the examination of the last three classes, 39.3 percent had medium levels, and 19.3 percent had low levels in the examination of the last three classes (7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup>). The majority of students' parents' had higher levels of involvement in their children's educational activities; it was discovered after data analysis. According to the data, most students' parents' were moderately interested in their children's educational activities. In line with this, nearly the same percentage of responders demonstrated improved educational performance.

**Table.05**

#### Dependency between Parents' Involvement and Children's Educational Performance

Educational Performance (AP)		Parents' Involvement (PI)			Total
		Low (PI)	Medium (PI)	High (PI)	
	Count	2	4	52	58
Low (AP)	Expected Count	7	13.6	37.6	58
	percent within x	05.60 %	05.70 %	26.80 %	19.30 %
	Count	20	34	64	118
Medium (AP)	Expected Count	14.2	27.6	76.4	118
	percent within x	55.60 %	48.60 %	33.00 %	39.30 %
	Count	14	32	78	124
High (AP)	Expected Count	14.8	29.0	80.2	124
	percent within x	38.90 %	45.70 %	40.20 %	41.30 %
Total	Count	36	70	194	300
	Expected Count	36	70	194	300

	percent within x	100 %	100 %	100 %	100 %
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Chi-square ( $\chi^2$ ) =11.1

d f=04

P-value=0.025

The chi-square test was used in this section to examine the association between the degree of “parents” involvement in their children's educational activities” as an independent variable and “the children's level of educational performance” as a dependent variable. The predetermined research hypothesis for the current study was: The degree of educational performance of children increases with parents” involvement in their educational activities. The study's null hypothesis must be created to apply the statistical test (chi-square). The null hypothesis was a result: the level of educational performance of children and the parent's involvement in their educational activities are unrelated.

A cross-table was built to visualize the dependency between parents” involvement in children's educational activities and level of educational performance. The level of parents” involvement in their children's educational activities and the level of educational performance were the two variables that the chi-square test was used to examine for significance. The estimated chi-square value between the two variables was 11.10, with 4 degrees of freedom and a significance level of 0.025. As a result, the alternative research hypothesis was accepted, and the null hypothesis was rejected.

It led to the conclusion that there was a dependency between a child's level of educational performance and the extent of parents” involvement in their educational activities. According to the frequency distribution shown in cross table No.05, a significant majority (40.2 percent) of the students whose parents’ had high levels of involvement in their educational activities also had high levels of educational performance. Contrarily, the majority (55.6 percent) of students whose parents’ were comparatively least interested in their children's educational activities also reported lower levels of educational performance.

Similarly, the relative majority (48.6 percent) of students whose parents’ participated in their educational activities to a significant extent did so themselves. It caused researchers to conclude that parents’ involvement in their children's educational activities at more unusual and moderate activities related to their children's educational performance at those levels, respectively. Therefore, data analysis and the chi-square test supported the study's finding that parents’ involvement in their children's educational activities is correlated with children's educational performance.

## Discussion

The first study to analyze the association between parents' involvement and children educational performance was conducted on school-age children in East Asia between 1990 and 2017. Overall, the association was positive but not particularly strong ( $r = .12$ ). We note that older studies typically revealed more significant impact sizes when we examined the studies that discovered a association similar to ours study. Research published between 1982 and 1997 (Fan & Chen, 2001) discovered a more significant effect size (.25) than later studies. Castro et al. (2015) examined studies from 2000 to 2013 and illuminated a smaller effect size of .124 for the association between parents' involvement and educational performance. Hill & Tyson (2009) examined studies from 1986 to 2006 and showed an overall effect size of .18. However, because these studies focus on various periods and age groups, comparing our findings to their conclusions is challenging. Although we cannot directly compare our findings to those of the studies, we were able to do so with samples of Asian Americans collected during the same period.

The sample of East Asians had a smaller effect size than the sample of Asian Americans, according to a moderator analysis, however this difference was not significant in relation to statistics. Even if it is lower than in earlier research and other samples, we believe that parents' involvement in East Asia may not differ all that much from that in other nations. Nevertheless our results are remarkably contrastable to those of Castro et al., this may be because we examine a more recent time (2015). First, this could indicate that since 2014, when there have been very few studies on parents' involvement in Asia, especially in Pakistan. This second connotation is that because this study is based on a latest sample, contrasts with previous studies, which typically cover periods prior to 2014, are less helpful. Depending on the type of parents' involvement, there was a different degree of correlation between parents' involvement and children's performance (Fernández Alonso et al., 2017).

The extent of parents' involvement in their children's educational activities and the extent of children's educational performance were two factors studied in the present study, and the statistical analysis of the data supported the indicated link between study's variables. The overall trend of the data further confirmed the

existence of a dependency between the study's variables, raising the research hypothesis.

## **CONCLUSION**

The study results indicated that most students were enrolled in public sector schools. Concerning respondent gender, there was no significant difference between female and male students. Parents' involvement in their children's educational activities may have a positive impact on the educational activities and performance of the children. A sizable majority of the students' parents' were interested in setting up tuition for their children. Researchers found a dependency between a children's level of educational performance and the extent of parents' participation in their children's educational activities. The high school student's educational performance is influenced by various perspectives of parents' involvement in their children's educational activities and parents' demographic characteristics. The new study's statistical examination of the data supported the previously hypothesized relationship between the two variables: parents' involvement in their children's educational activities and educational performance. By examining the total drift of the two variables, it was concluded that there was a substantial relationship between them.

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