

**IMPACT OF PARENT'S INVOLVEMENT OF STUDENT'S ACADEMIC
ACHIEVEMENT AT ELEMENTARY LEVEL IN PUBLIC SCHOOLS OF
MUZAFFARABAD CITY**

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ABSTRACT:

This research study about Parents' Involvement on students' academic achievement at elementary level in public schools of Muzaffarabad city. The purpose of conducting this research was to examine the manner in which parental involvement affects students' academic achievement in the said area. The first objective of the study was to find out the academic achievement of students studying at elementary level. Second was to determine the level of parents' involvement in education in fluences students' academic achievement. Third objective was to find out the relationship between parents involvement and students' academic achievement level of elementary school students of grade 8th of public sector. The present study was conducted in city Muzaffarabad. The respondents includes 280 students' (who passed 8th class exams of elementary schools from District board of Elementary Education Muzaffarabad AJK) were taken as a sample of the study. Through purposive convenient sampling technique, data was collected. A close ended questionnaire for parental involvement was used as a tool of study. To determine students' achievement level; their 8th class result was used. For statistical measures, T-Test was applied to find out the relationship between parents' involvement and academic achievement of students'. Chi-Square test was applied to locate the impact of parents' involvement on students' academic achievement level. The study concluded that parents' involvement has a significant impact on students' achievement. Hence, it was proved from the results that parents' involvement play a vital role in children academic achievement.

Key words:

Parents' involvement, Students' academic achievement

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1. INTRODUCTION:

Education is essential for social and communal advancement. The society turns out to be more diligent and cultivated with educated citizens. Generally, the families have the accountability to socialize youngsters to create them dynamic members of the society. It has been anticipated that the educational achievement of students might not only depend on superiority and environment instead of relying heavily on schools and teachers, parents' levels of involvement are crucial to their children's academic success. The main objective of this study is to determine whether there is any connection between parents' levels of involvement in their kids' academic pursuits and their degree of academic accomplishment.

Parents' involvement in a children academic success is crucial for them in this age. More particularly, children who have much parental support in their educational carrier perform better in achievement tests than children who have less support.

Decision-makers and researchers, who have seen the link between parent involvement and greater success scores and have attempted to increase parental involvement in more widespread educational policy initiatives, what facets of parents involvement, families learning, parents support, and parental educational background positively impact on student accomplishment and engagement? Does a student age, sex, socio- economic position, whether their parents' participate freely or they are required to carry out, or how a school engages with parents; affect the success of these elements?

Numerous studies have originated a

positive relationship between parental involvement in a child's schooling and their degree of accomplishment. After primary schooling, a child's higher accomplishment score typically remains the same, supporting the idea that early academic performance is crucial (Koonce & Harper, 2005).

Parental participation raises children's social and academic self-efficacy, and intrinsic inspiration to learn, all of which donate to improved achievement (Epstein 2001). The level of parental participation is mostly unwavering by a mix of socioeconomic status, income, their involvement and education. Education is a fundamental human right. It is crucial to growth of human and has a significant impact on society and even entire nations. Three different sorts of environments, such as family, school, and the community, have an impact on the educational process. The goals of these three environments must cohere for the learning process to be successful (Adekey, 2002).

Parental involvement through practices like nurturing children, teaching artistic values, and conversing with children does not fit with standard forms of parents' involvement as defined by schools. Every society's primary caregiver for children from

birth is a parent, which is why the family is seen as a key socialization performer. Therefore, it is impossible to overstate the significance of parental participation in children academic success. The level of parental participation reflects a person's or a group's of social standing or class (Bower & Griffin 2011).

The objectives of the study are: To find out academic achievement of children studying at elementary level, to determine to what extent parents'

involvement in education influences students' academic achievement, to find the relationship between the parental involvement and academic achievement of their children.

Following hypothesis of the research study: There is a positive relationship between parental involvements in academic achievement of their children studying at elementary level; there is a significant impact of parental involvement on students' achievement at elementary level.

The purpose of this research study is considerable for parents, teachers, and educational researcher because the information collected by the researcher contributes to their general understanding of the impact of parent involvement on students' academic achievement. Through this study parents, teachers, AJK government and educational researchers recognize how parents affect their children's academic progress and acquire the necessary knowledge.

1. LITERATURE REVIEW:

Parental involvement may alter based on the neighborhood and culture. The level of parental involvement can have a variety of impacts on how well their children perform in school. Parental expectations have a bigger impact on pupils' educational outcomes. Parental involvement can take many forms, including teaching children to read, encouraging them to do their assignments on their own, observing their behaviors both within and outside the home, and offering coaching services to aid in their more effective learning of various subjects. Parental involvement and academic accomplishment are linked, according to research, particularly

throughout the secondary school years. However, more consistent and constrained research is needed to better understand the nature and scope of the effects of parental participation on secondary education (Bennett-Conroy, 2011).

One category of involvement, such as learning at home, was again and again linked to an enhancement in students' performance on achievement in examinations. They exposed that effective education support comprise (a) homework assignments that required communication and interaction between students and parents, (b) use of resources and tools at home that teachers supplied for families. After the influencing factors like prior achievement were taken into deliberation, the relationships between various sorts of support and achievement were found to be positive. (Sheldon and Epstein, 2005)

There was an important need to be more study on flourishing parental involvement in elementary schools. The goal of the current investigation is to better understand the redirected parental actions that occur in secondary schools and how they affect the academic growth of secondary school students. The classroom and the home benefited much from the parents' participation. As well as better behavior, better social skills, and superior school acculturation, parental involvement was frequently linked to children's improved academic performance in language and mathematics, enrollment in more challenging programs, greater academic tenacity, better attendance, and lower dropout rates. (Christenson, 2004)

Partnerships between the community, families, and schools were necessary for a number of reasons, including how they can enhance school policies and climate, provide resources

and help for families, encourage parental leadership, link families to further families in both the community and the school, and support teachers in their work. But it was not the primary goal of forging these connections to support kids' academic and future success? Better results have been associated to parental participation, predominantly in terms of how children develop their personalities. Children try to be like their parents and believe that their lives were continuously being written so that their parents may best mold them. Parents were their main role models.

Their involvement had a constructive impact on kids' academic progress even after background factors like social status and family size were taken into account. (Witt and Proffitt, 2008)

Parental participation in Children's School-Related Learning behaviors and parents' involvement in children school based actions may be fundamental. Some of these duties included talking with teachers, verifying students' attendance at school, keeping tabs on their extracurricular activities, and reading their monthly academic

progress reports. These elements might support kids in achieving academic success at

a greater level. Parents' participation in educational settings and activities is supported by a significant amount of research-based literature. We have just selected some of the most significant study findings and pertinent literature because there is a sizable and expanding body of information on parent engagement that forms the basis for our analysis. (Wang and Khalil, 2014)

Parental involvement improved presence and behavior of students. It also provides positive academic self-concept

and attitudes towards learning and makes positive growth of social interaction and interpersonal skills. Parents' involvement

enhanced association between parents and educational institutions. In conclusion,

parental involvement ensures the holistic development of students and supports their academic achievements.

Academic success surrounded by students is referred to as their level of academic completion in their intellectual accomplishments. Several metrics, including grades, test results, and commencement rates, can be used to calculate this. There are more than a few variables that affect academic achievement, such as student personality, school and classroom environments, Parental participation is one of the key elements that have an effect on students' academic performance. According to research, those parents who were aggressively involved in their children's education have a propensity to perform better academically. Academic success is the elevation of

a student's performance in all academic areas, including grades, test results, and general performance.

Smith (2008) studies that academic achievement is measured by test scores, instructor assessments, or a combination of two. It is the knowledge attained or the skills gained in academic courses. Educational or academic achievement is defined as a particular level of accomplishment or proficiency in academic activities, as assessed by teachers, standardized tests, or a combination of the two.

Academic success is a fundamental component of a student's life and is commonly used as a gauge of

that success. It serves as a gauge of their proficiency in a given field of study or body of knowledge. The elements that have an effect on academic success include personal traits, family record, and the educational background at school, instructional strategies, etc. This conceptual study investigates the various elements that influence students' academic success.

According to the student's cumulative grade point, academic performance is operationally defined as the degree to which a student has met his or her educational objectives during the study time.

Academic success as a result that shows how well a student has reached their learning objectives in the classroom. The quantity of academic material a student learns over the course of a certain period is their academic achievement. This can refer to any way a student has met short- or long-term academic objectives while enrolled in a course. Academic accomplishment is essential for young people to develop successfully in society. Academically successful students have a better possibility of transitioning to adulthood and succeeding in their professional lives and financial situations. (Hill and Tyson, 2009)

2. RESEARCH METHODOLOGY:

Research design is the arrangement taking place that how to conduct research in order to collect data and analyzed it. The study took place in city Muzaffarabad. A quantitative research design was used to find out the relationship of parents' involvement and academic achievement of elementary grade students. A questionnaire was adopted for data collection. The reason of this study was to explore parents' contribution

and students' academic attainment at elementary level in grade 8th in public schools of Muzaffarabad City. Students' achievement was measured through marks they obtained in the examination held on March 2023 by District board of Elementary

Education, Muzaffarabad AJK. Population comprised all elementary school grade 8th students of city Muzaffarabad. According to EMIS, AJK reports (2019-20) there are 26 Government High schools in city Muzaffarabad and 995 students at elementary level of grade 8th were taken as a population.

Sample of the research was selected using convenient sampling, the whole area of city Muzaffarabad was delimited for data collection from total 995 male and female students of elementary level. 280 students' at elementary level grade 8th from government schools were used as a sample. The sample size was determined with the help of Krejcie & Morgan Table (1970).

For quantitative data collection, there was a close ended questionnaire which was used as an instrument for parents' involvement. To determine students' achievement level, their 8th class result was used. The responses of students were recorded using questionnaire. The instrument/questionnaire was adopted from Division of Continuing Education, PMAS Arid Agriculture University, Pakistan after literature review. Twenty questions were asked regarding the various commitments and duties that parents make to their children's educational pursuits, who enrolled in elementary level grade 8th and that measure to what extent parents involvement influence students' academic achievement. This study was conducted under the assumption of a quantitative paradigm since the statistical methods used to evaluate and measure a theory through a quantitative approach. The researcher was collecting the data by survey design. Survey was done through questionnaire. Written permission was obtained from the supervisor to visit

several elementary schools of City Muzaffarabad for data collection. In the first phase, a researcher meets all heads of schools personally and informs about the purpose of the visit and discussed the aims of the research study with them. The researcher collects the annual results of students of elementary level from District Board of Elementary Education Muzaffarabad, AJK. Researcher clarifies students' result while collecting data from selected students. Then, researcher relates the mean score of students' result with mean score of parents' involvement by applying descriptive Statistics.

The collected data was analyzed through SPSS version 22. Descriptive Statistics was used to analyze the

relationship between parents' involvement and students' academic achievements. In order to determine the association between parental participation and students' accomplishment, correlation analysis was used in the statistical study in the form of T-test. To determine the effect of parental participation on students' academic progress, Chi-Square was used.

3. RESULTS & FINDINGS:

The researcher presents the data descriptively along with analysis and results obtained. Data was analyzed by using SPSS version 22 through descriptive statistics.

Following of the results are interpreted using table.

TABLE: 4.1 ONE SAMPLE STATISTICS

Variables	N	Mean	Std. Deviation	Std. Error Mean
Parental Involvement	280	4.4429	6.18968	.36990
Students' Academic Achievement	280	4.1607	1.93605	.11570

Table 4.1 represents the total number of participants in this research that were (N=280). Further in the table the results of one sample statistics of parental involvement and students' achievement is shown. Moreover, the mean value of parental involvement (N=4.4) is greater than the mean value of academic achievement (N=4.1). Standard deviation in parental involvement (SD=6.1) is high as compared to the

students' academic achievement (SD=1.9), the above table show that standard error means in parental involvement is high as compared to the students' academic achievement. The standard error mean of parental involvement is (.36990) where as standard error mean of academic achievement is (.11570). Similarly, the table 4.1 shows significant results that parents' involvement shows a positive impact on academic achievement of elementary schools students.

TABLE 4.2: ONE SAMPLE T-TEST

T.TEST	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence of the Interval Difference	
					Lower	Upper
Parental Involvement	12.011	279	.000	4.44286	3.7147	5.1710
Students' Academic Achievement	35.961	279	.000	4.16071	3.9330	4.3885

Table 4.2 is showing the results of independent sample t-test for parental involvement which is used to compare the hypothesis of mean difference between students' academic achievement and parents' involvement. Parental involvement T value (12.011) is low in comparison with the academic

achievement value (35.961). It shows that there is a major difference between students' academic achievement having high parental involvement as compared to those having low involvement. T-value is .0, at p=0.000. The above table shows the descriptive statistics for students' academic achievement and parents involvement it shows that DF value (279)

are same for both the parental involvement and students' academic achievement. The table above is showing the comparison between parents' involvement and students' academic achievement. Mean difference of parental involvement is high (4.44286) as compared with academic achievement (4.16071). Similarly, the

lower t-value for parental involvement is (3.7147) and for academic achievement (3.9330) while significant value is .000. So, Upper T- value for parental involvement is (5.1710) high as compared to academic achievement value (4.3885) which is low while the significance value is (.000).

TABLE 4.3: CHI-SQUARE TEST

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	269.085 ^a	153	.000
Likelihood Ratio	196.324	153	.010
Linear-by-Linear Association	58.880	1	.000
N of Valid Cases	280		

Table 4.3 is showing the Chi-Square Test regarding the level of academic attainment and parental involvement among chosen pupils. According to the findings, there is a strong positive association between students' academic success and their parents' level of involvement.

This table displays the outcomes of statistical tests called Chi-Square tests, which were performed to discover the effect of involvement of parents' on academic achievement of their children. The Chi-Square statistic is a statistical measure that is used to assess if there is any noteworthy

link among two categorical variables. In this particular analysis, the variables under investigation are parents' involvement (assumed to be categorized) and students' academic achievement (also categorized).

To determine the significance of the relationship between parents' involvement and students' academic achievement, the table presents three important statistics:

Pearson Chi-Square: The Pearson Chi-Square statistic is a measure of the overall association between the two variables. In this case, the computed Pearson Chi-Square value is (9269.085), with 153 degrees of freedom. The

associated, p-value of (Asymp.Sig.) is .000, indicating an extremely significant relationship between parents' involvement and students' academic achievement. A p-value of .000 suggests that the observed association is highly unlikely to occur by chance alone.

Likelihood Ratio: The Likelihood Ratio is another statistical measure used for evaluating the relation between variables. In this analysis, the Likelihood Ratio value is (196.324), with 153 degrees of freedom. The associated p-value is (.010), indicating a relationship between parents' involvement and students' academic achievement that is noteworthy. Although the p-value is not as small as the one for the Pearson Chi-Square, it still indicates a noteworthy association.

Linear-by-Linear Association: The Linear-by-Linear Association test investigates the existence of a linear trend between the variables. The test result shows a value of (58.880), with 1 degree of freedom. The p-value is .000, which suggests a significant linear association between parents' involvement and students' academic achievement.

Based on the results of the Chi-Square tests, there is strong evidence to support significant relationship between parents' involvement and students' academic- achievement. Both Pearson Chi-Square and Likelihood Ratio statistics indicate a significant association, while the Linear-by-Linear Association test further confirms a significant linear trend between the variables. These findings suggest that parents' involvement plays a role in students' academic achievement.

4.2: FINDINGS

- The result depicts the one

sample statistics of parental involvement and students' academic achievement. Moreover, the mean value of parental involvement (N=4.4) is greater than the mean value of academic achievement

(N=4.1) it shows that there is a small impact of parental involvement on academic achievement of elementary level students. Table 4.1 also shows that standard deviation in parental involvement (SD=6.1) is high as compared to the students' academic achievement (SD=1.9).

- Table 4.2 showed significant results that the standard error mean of parental involvement is (.369) where as standard error mean of academic achievement is (.115). Standard error mean in parental involvement is high as compared to the students' academic achievement.

- The result of t-test depicts the relationship between parental involvement and academic achievement of students. Parental involvement t value (12.011) is low in comparison with the academic achievement value (35.961). It shows that there is a difference between students' academic achievement that is

worth to note, having high parental involvement as compared to those having

low involvement. T-value is .0, which is significant at p=0.000. The above table

- shows the descriptive statistics for students' academic achievement and parents' involvement it shows that DF value (279) are same for both the parental involvement and students' academic achievement.
- The result had shown the significant positive relation among both variables that, the mean difference of parental involvement is high (4.442) as compared with academic achievement (4.160). Similarly, the lower t-value for parental involvement is (3.71) is low and academic achievement (3.93) is high while significant value is .000. Whereas upper t value for parental involvement is (5.17) high as compared to academic achievement (4.38).
 - The Pearson Chi-Square statistic is a measure of the overall association between the two variables. In this case, the computed Pearson Chi-Square value is (269.085), with 153 degrees of freedom. The associated p-value is .000, indicating an extremely significant relationship between parents' involvement and students' academic achievement.
 - The Likelihood Ratio used to evaluate the association between variables. In this analysis, the Likelihood Ratio is (196.324), with 153 degrees of freedom. The associated p-

value is .010, indicating a relationship that is significant in nature between parents' involvement and students' academic-achievement.

- The Linear-by-Linear Association test result shows a value of (58.880), with 1 degree of freedom. The p-value is .000, which suggests a significant linear association between parents' involvement and students' academic achievement.

4. DISCUSSION:

The goal of the present research study was to examine the parental involvement's impact on academic-achievement of students. Involvement of parents is very necessary for better achievement of learners. Parents' occupation and Parents qualification also affect the learning of students and their achievement.

M Athar Hussain et.al (2020), Brady (1999) and Araceli Martinez (2015) shows the results from some previous researches about parent's involvement on students' academic achievement at elementary level that there is major positive relationship between involvement of parents and students' academic-achievements. They also studied that father-child communication and child performance have a good and significant association.

Previous research shows that elementary grade students' performance is positively and significantly correlated. There is no discernible difference between elementary school students whose

families contributed heavily in school events and those whose families did not participate.

M. Latif et.al (2021) and M, Arshad Dahar et.al, (2016) claims about the influence of parental participation on pupils' academic progress at the elementary level are made with reference to certain prior studies. In the course of this investigation, the following hypotheses are developed and investigated.

The parents' interest in children's activities are significantly different.

It is justified from other studies that the hypothesis and the results of this research would be same and correlate with the previous researches. Some of the previous research work in that area showed that there was a significant relationship between students' academic achievement and involvement of parents. The researcher of this study followed the research hypothesis of those researches and applied them in

his own context, results obtained from the present research are significant and correlates with the past research.

Parental activities take place at home and improve children's learning, as well as those take place at school that also advance student learning. Assisting with homework, talking to the child about their schoolwork and experiences, and planning learning- friendly activities at home are all examples of parental involvement in family activities (Lee & Bowen, 2006). On the other side, in-school involvement refers to interactions between parents and teachers that benefit children's education. Communication with teachers, talking about their development with teachers, and keeping an eye on their children's activities help their children achieve better educational

academic performance at the elementary- school level is not significantly associated. The academic activities of parents' children

enrolled in secondary school do not significantly correlate with one another and parental participation has no appreciable effect on pupils' secondary academic attainment levels. The relationship amongst involvement of parents and their academic success of children's are significant results.

Learning Activities that are related to school for the students may be crucial for parents to become involved in children's school based activities, which could include talking with teachers, confirming attendance of students at school, keeping track of their extracurricular activities, and also reviewing their monthly academic progress- reports. Parents are growing more concerned about the learning opportunities offered by elementary schools. When adolescents transition from middle school to secondary schooling, parents make it clear what they expect of them in terms of academic success.

Parental participation of the parents may change depending on the locality and culture. Parents' expectations have a greater influence on students' academic outcomes. Parental engagement can take many different forms, such as teaching student to read, encouraging them to finish their assignments on their own, monitoring their behavior both indoors and outer the family, and offering coaching services to aid in their better learning of various subjects. Parental involvement has been linked to academic achievement, particularly in the early grades, according to research. More thorough research is needed to fully understand the kind and scope of parental involvement's effects on primary education.

Following quantitative manipulation, it was found in this study that parental engagement and achievement among students are significantly correlated. The hypotheses were accepted in light of the overall findings, which demonstrated a strong relationship between the two variables. It has been determined via significant research that parents' involvement is essential for their children's educational outcomes. Academic achievement of students and parental involvement are strongly associated. Parental participation is unquestionably a key factor in elementary students' academic growth. It is also true, though, that not all parents are equally adept at taking an active role in their children's educational pursuits. Parental involvement in that situation does not produce the expected outcomes. Academic achievement in adolescents is strongly influenced by parental involvement, but it also depends on how well the pupils comprehend these parental involvement activities. The strength of this relationship can occasionally be affected by different factors, such as the assessment method

used to measure students' achievement levels or perhaps other external factors that have an indirect impact on students' achievement. Although there is a consistent and positive correlation between parental involvement and academic achievement, this relationship can also be influenced by other factors.

We have been able to draw the conclusion about the strong association between parents' involvement in educational actions and the intellectual achievement of their elementary school-aged children based on statistical findings. Overall, there is a significant impact of parental participation on children' accomplishment when all factors of the parental involvement are taken into account.

It was found that significant positive correlation existed between parental contribution and academic accomplishment of elementary level students. Consequences of this research study signified the relationship of parents with academic achievement of students. These outcomes were same with the existing literature (Epstein 1992 etc.) when they found a positive relationship linking parental involvement and academic achievement of elementary grade students which indicated that children's have high level of academic when their parents involves in their studies.

Because supporting of parents and communicating with their teachers promote greater

academic performance of students. If parents were supportive then children become efficient and confident, because parental support increased the level of academic achievement.

The results of this research show a significance of parental involvement in

academic accomplishment of their children's. If children's get high academic achievement then they participated heartily in learning process.

They perform well in

their life, it happens when children receive high parental involvement support because high support leads the students to high academic achievement. These results happen when parents are more caring and give positive support and warmth attitude for better performance of their children's. Those students who receive positive parental support and their involvement perform better in their studies as well as in personal life and had

less cause of complex and mental disorder.

According to the study, closing the achievement gap between public schools and enhancing pupils' academic performance can be accomplished with the help of qualified parents. The task of improving the general physical and socioeconomic circumstances of public schools should be viewed as a major challenge by policymakers, planners, and service providers in the public sector. Since almost all families care about their children, want the best for them, and are eager to learn more from the communities and schools. They frequently degrade as students' progress through the grades until educators work together to develop and implement effective partnership strategies at each grade level.

Almost all teachers and administrators want to involve families, but many are hesitant to do so because they lack the necessary skills to design successful programs. As a result, educators are stuck in a 'rhetorical rut,' saying they support collaborations but doing nothing to make it happen; the majority of kids in elementary, middle, and high school are ready to play active roles in promoting

communication between home and school and want their families to be more involved in their education. When it comes to how their schools see relationships and how they can have important conversations with their families about their schoolwork, extracurricular activities, and decisions, today's kids need a lot more guidance and information than they did in the past.

Recommendation for further study Following recommendations for further study are

i. The study was only carried out in the Muzaffarabad district of Azad Jammu & Kashmir due to limited time and resource constraints. By selecting samples from different districts, future research can be carried out in other regions of the country.

ii. Additional research can be done to determine the causes of the poor academic performance of pupils in government schools and suggest corrective actions.

iii. Only elementary school students were included in this study. As a result, this research needs to be done at all levels, from elementary school to college and beyond.

iv. To identify the involvement activities that entice parents to join in their children's schools, these studies undertake a quantitative investigation.

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