

The Impact of Parental Involvement in the Academic Performance of Secondary School Students in Private Schools of Karachi

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ABSTRACT

This study investigates the impact of parental involvement on the academic performance of secondary school students in private schools of Karachi. Using a quantitative descriptive research design, data were collected from 165 students through a structured questionnaire. The findings reveal that various forms of parental involvement including daily study monitoring, teacher communication, emotional support, and financial provision positively influence students' academic outcomes. A cumulative mean value of 3.72 indicates that the majority of students recognized and appreciated their parents' engagement in their education. The study concludes that parental encouragement, modeling, reinforcement, and instruction serve as critical drivers of academic achievement, improved behavior, and enhanced coping mechanisms among adolescents.

Keywords: Parental involvement, Academic performance, Secondary school students, Private schools, Karachi, Quantitative research

INTRODUCTION

The term "parental involvement" encompasses parents' active participation in meaningful communication and activities related to their child's academic learning and school engagement. This involvement includes assisting in their child's learning, being encouraged to participate in school-related activities, and being recognized as partners in their child's education.

Parental involvement is defined as a parent's motivational activities and attitudes that encourage their child's educational wellbeing and goodness. (Fantuzzo, Tighe, & Childs, 2000; Christenson, 2004) Parenting is a two-way theory that establishes a strong correlation between a student's social and academic outcomes. (El Nokali, Bachman, and Votruba-Drzal, 2010; Dearing, McCartney, Weiss, Kreider, & Simpkins, 2004; Dearing, McCartney, Weiss, Kreider, & Simpkins, 2004).

To comply with the system of integrated support for their students', schools need to build partnership with parents and develop mutual responsibility for childrens' success in the educational system. In this way, parental involvement are increased, parents' effort to support schools are encouraged, and they are directly making a positive impact to a successful educational system.

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

higher academic achievement and better behavior (Bryan, 2005). Learning begins with interaction with one's family at home.

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

Statement of the Problem

The impact of parental involvement in secondary school students attending private schools in Karachi presents a multifaceted challenge. While parental engagement is often touted as a crucial factor in a child's academic success, the extent and nature of this involvement in the context of private schools in Karachi remain unclear. Firstly, there is a lack of consensus on what constitutes effective parental involvement, ranging from academic support at home to active participation in school activities. Secondly, socioeconomic disparities among parents may influence the level and quality of their involvement, potentially exacerbating educational inequalities among students. Finally, cultural factors and parental perceptions of education may shape the degree to which parents engage with their children's schooling, posing additional barriers to understanding and harnessing the potential benefits of parental involvement in private secondary schools.

This problem statement highlights the need for comprehensive research to understand the nuanced dynamics of parental involvement in private secondary schools in Karachi. Such research should explore the various forms of parental engagement, their effectiveness in enhancing student outcomes, and the underlying factors influencing parental involvement. By identifying barriers and facilitators to parental engagement, educators and policymakers can develop targeted strategies to foster meaningful partnerships between schools and parents, ultimately improving educational outcomes for secondary school students in private schools across Karachi.

Objectives of the Study

Following are the objectives of the study.

1. Investigate the correlation between parental involvement and academic achievement among secondary school students in private schools in Karachi.
2. Examine the differential impact of various forms of parental involvement (e.g., academic support, communication with teachers) on secondary school students' outcomes in private schools in Karachi.
3. Explore the relationship between parental involvement and students' perceptions of school climate and safety in private secondary schools in Karachi.
4. Investigate the role of parental involvement in mitigating academic stress and enhancing coping mechanisms among secondary school students in Karachi's private schools.

Research Questions

1. To what extent does parental involvement correlate with the academic achievement of secondary school students in private schools in Karachi?

2. How do different forms of parental involvement, such as academic support and communication with teachers, impact the outcomes of secondary school students in private schools in Karachi?
3. What is the relationship between parental involvement and students' perceptions of school climate and safety in private secondary schools in Karachi?
4. How does parental involvement influence the mitigation of academic stress and the enhancement of coping mechanisms among secondary school students in Karachi's private schools?

LITERATURE REVIEW

Parental Encouragement and Students' Academic Performance

Parents' Encouragement may vary from culture to culture and from society to society. There can be different types of parental encouragement, which can have a disproportionate impact on their children's educational performance. Parental expectations have a greater impact on students' educational outcomes. Encouraging parents can include activities such as helping children read, encouraging them to do their homework independently, supervising their activities indoors and outside the four walls, teaching them in subjects.

Providing coaching services to improve both parental motivation and children's educational performance are encouraged and measured in different ways. Parental encouragement is described as attending school meetings and programs, interacting between school and home, and collaborating with parent-teachers. Planning is monitored for organization and school activities, homework, reading or other educational activities, and plans for support and academic performance, which are standardized by test grade and teacher reports. (Nivedita D, 2017)

H1: Encouragement is positively effect on Academic performance of the students

Several studies have shown a strong correlation between parental involvement and students' academic achievement. According to a study by Fan and Williams (2010), parental involvement, particularly in the form of educational support at home, is positively associated with students' academic performance. Jeynes (2012) found that parental involvement leads to higher grades and test scores, increased attendance, and higher rates of homework completion.

In the context of Karachi, parental involvement in private schools is often characterized by higher levels of engagement due to socio-economic factors.

Research by Rehman, Khan, and Fatima (2015) indicated that parents in private schools are more likely to be involved in their children's education, which positively influences students' academic outcomes.

Parental Modeling

Modeling parents often act as the model from which children learn. Modeling theory, for example, Bandura, 1997) suggests that children learn skills, processes, concepts and personal skills through observation. By observing parent involvement behaviors, children learn from attentional processes, retention, symbolic representation of observed events, and consequently, related behaviors (Bandura, 1997). Modeling is especially effective when children are considered competent and powerful through the model, have the skills and abilities they value and are similar to themselves (in situations where parents and children often related). Matters).

Modeling is also especially effective when you are unfamiliar with the job itself or immediately. This is followed by observable results (terms that apply most to schools). With familiarity, a shared history

of context and shared history often serves to make parents a particularly prominent and powerful model (e.g., Bandura, 1997).

H2: Modeling is positively affect Academic performance of the students

Parental Reinforcement

Reinforcement is a method by which parental involvement influences student outcomes, it is assumed that patterns of behavior are found and maintained by their outcomes (e.g., Skinner, 1989). - Therefore, children should learn to behave when they are consistently associated with the desired outcome. Parental involvement activities include the use of positive and valuable results in responding to a child's homework behaviors, affecting reinforcement as it increases the likelihood that the child will have similar skills, attitudes. And demonstrate the behavior.

Parents are especially well-equipped to help children learn through reinforcement, partly because teachers (because they work with groups of students) strengthen the emergency with appropriate frequency or consistency. Parents are also well-suited to handle situations (Skinner, 1989) because they often have direct knowledge of the individual emergencies of childbirth and are often able to respond directly and quickly.

Parental Instruction

Parental instructions activities influence students' outcomes through teaching interactions that aim to develop a strategic understanding and problem-solving ability particularly when they provide guidance for theoretical experts or collaborative learning examples (e.g., Rogoff, 1990), parenting activities for students' behaviors related to school success, skills, and knowledge. In collaborative learning, parents share information and structured work practices in ways that enable children to accept appropriate personal responsibility for effective learning and learning.

Such teaching activities may include focusing children on task components, facilitating tasks as needed, explaining new information, related information, or answering questions. Even when parents have less than comprehensive information about content or teaching, sometimes teaching roles have their benefits. For example, they respond to their children's unique learning preferences and styles (e.g., Hoover Dempsey et al., 1995; Miller & Davis, 1992), and in particular their children's abilities and understanding that we can offer appropriate help.

Variable 5 Academic performance

Several educational researchers (Bennett, 1978; Carroll, 1963; Glaser, 1976; Walberg, 1981) have proposed theoretical models to explain linkages existing among learning variables and student's educational outcomes. Specifically, each theoretical model includes characteristics of the learner, the learning environment, and the quality of instruction the learner receives (Haertel, Walberg, & Weinstein, 1983).

Wang, Haertel, and Welberg's (1993) review of empirical literature on the correlates and predictors of academic achievement, indicated that student characteristics exhibit the most significant direct influence on achievement. Walberg's (1981) theory of educational productivity was empirically tested as one of very few theories of academic achievement. Walberg's theory of academic achievement posits that psychological characteristics of individual students and their immediate psychological environments influence educational outcomes (cognitive, behavioral, and attitudinal) (Reynolds & Walberg, 1992). Further, Walberg's research identified nine key variables that influence educational outcomes as: student ability/prior achievement, motivation, age/developmental level, quantity of instruction, quality of instruction, classroom climate, home environment, peer group, and exposure to mass media outside of school (Walberg, Fraser, & Welch, 1986).

Forms of Parental Involvement and Their Differential Impact

Different forms of parental involvement have varying impacts on students' academic outcomes. For instance, academic support at home, such as helping with homework, has been shown to directly improve students' academic performance (Henderson & Mapp, 2002). Communication with teachers, another form of involvement, fosters a collaborative environment that enhances student learning and engagement (Epstein, 2010).

A study by Spera (2013) found that parental expectations and aspirations significantly influence students' academic performance. This form of involvement creates a supportive environment that motivates students to achieve higher academic standards.

Parental involvement also impacts students' perceptions of school climate and safety. According to research by Wang and Sheikh-Khalil (2014), students with involved parents report a more positive perception of their school environment. This positive perception is associated with increased feelings of safety and belonging, which in turn, supports academic success.

In private schools in Karachi, parental involvement may play a critical role in shaping students' perceptions of their school climate. Studies by Ali and Saeed (2016) suggest that parents' active engagement in school activities and communication with school staff contribute to a more supportive and safe school environment.

Parental Involvement, Academic Stress, and Coping Mechanisms

The role of parental involvement in mitigating academic stress and enhancing coping mechanisms among students has been explored in several studies. Parental support, both emotional and academic, helps students manage stress more effectively and develop better coping strategies (Gonzalez-DeHass, Willems, & Doan Holbein, 2005).

A study by Malik and Balda (2018) in the context of private schools in Karachi found that students with supportive and involved parents exhibited lower levels of academic stress and better coping mechanisms. This support system enables students to navigate the challenges of academic life more effectively.

Conceptual framework developed from the literature

The framework that serves as a basis for this study is a research-based framework developed by Epstein (1995). The framework summarizes the theory of overlapping spheres of influence to explain the shared responsibilities of home, school, and community for children's learning and development. The framework contains six important factors with regard to parental involvement. The six factors are parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community.

However this study is going to be limited to parenting, communicating and learning at home since these are applicable at subject level while the whole spectrum applies to school-family partnerships. Parenting pertains to helping all families to understand the development of both the child and the adolescent. The basic obligations of parents include responsibilities of families to ensure children's health and safety; to the parenting and child-rearing skills needed to prepare children for school; to the continual need to supervise, discipline, and guide children at each age level; and to the need to build positive home conditions that support school learning and behavior appropriate for each grade level. It also helps establishing a supportive home environment for children as students.

Communicating involves designing and establishing two-way communication channels between school and home that are effective and reliable. Communication channels between the mathematics

teacher and parents about the children's progress must be in place so that the learner benefits from the support from the two parties. Learning at home pertains to providing ideas and information to parents about how they can best assist their children with homework and curricular related decisions and activities. Parent involvement in learning activities at home among others refers to parent-initiated activities or child-initiated requests for help, and ideas or instructions from teachers for parents to monitor or assist their own children at home on learning activities that are coordinated with the children's classwork.

The framework helps educators develop more comprehensive programs of school and family partnerships. These three types of involvement can guide the development of a balanced, comprehensive program of partnerships, including opportunities for family involvement at school and at home, with potentially important results for students, parents, and teachers. The results for students, parents, and teachers will depend on the particular types of involvement that are implemented, as well as on the quality of the implementation

A conceptual frame work shows the connectivity of variables (Orodho 2004). The motive of this structure is that preferred development improves quality of learning at school level at Karachi. The conceptual frame work leads parental involvement for improving quality of learning in classroom at private schools in Karachi.

The figure shows that parental involvement improves quality of learning through different perspective like focus on instructions, reinforcement, modeling and encouragement among children. Parental involvement is an independent variable which is desired output. Then improve quality of learning through academic performance

Conceptual Framework

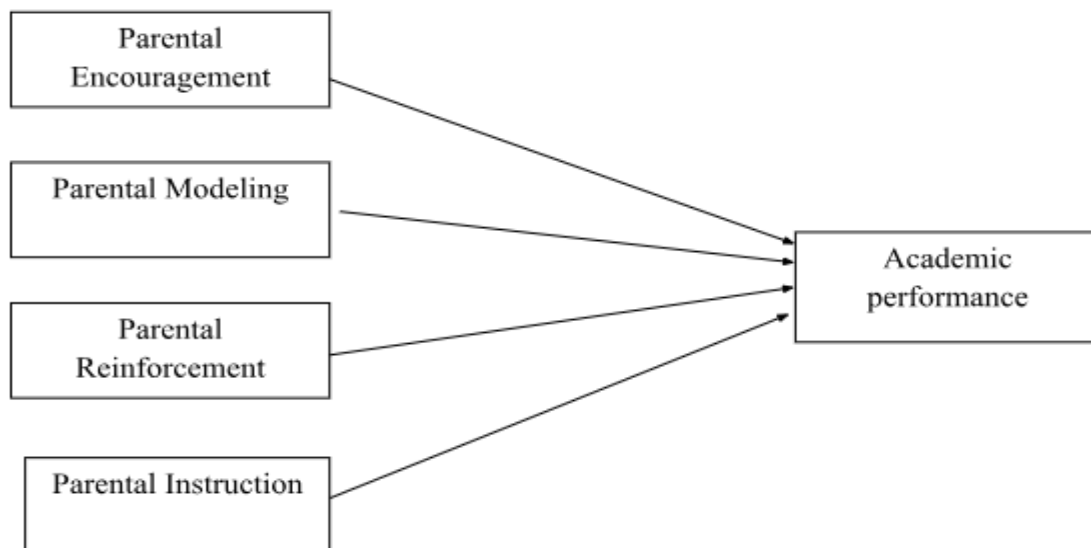


Figure 1. Conceptual Framework

RESEARCH METHODOLOGY / INSTRUMENTATION

Research Design

According to Creswell (2014), a “research design are types of inquiry within a qualitative, quantitative, and mixed method approaches that provide specific direction for procedures in a research

study” (p. 247). It is a general strategy or plan that contains all steps of the research process that is how data would be collected to answer the research questions, and what data analysis method or techniques would be used (Fraenkel et al. 2012). In other words, a research design is a framework that is created to find answers to research questions.

The descriptive research design was used in this research. The research will utilize a quantitative approach to investigate the relationship between parental involvement and academic performance among secondary school students in private schools in Karachi. So the survey technique was selected to gather intended information by questionnaire. The reason for choosing this survey method is, convenient sampling, and numerical statistical survey method is a large number of people and short time.

The first objective of the study was to investigate the correlation between parental involvement and academic achievement among secondary school students in private schools in Karachi. The second objective was to examine the differential impact of various forms of parental involvement (e.g., academic support, communication with teachers) on secondary school students' outcomes in private schools in Karachi. The third objective was to explore the relationship between parental involvement and students' perceptions of school climate and safety in private secondary schools in Karachi and fourth is to investigate the role of parental involvement in mitigating academic stress and enhancing coping mechanisms among secondary school students in Karachi's private schools.

Research Method

The research will employ a cross-sectional study design to collect data at a single point in time, focusing on the current state of parental involvement and academic performance. Quantitative research is taken to collect the data by simple random sampling technique, data is collected from students to know the impact of parental involvement in the Academic performance of secondary school students in private schools of Karachi.

The present research is studied through quantitative approach and the researcher used explanatory research type of research in which the research predominantly set out the theoretical framework by using deductive approach. However, this has been studied on the principle of social survey research.

Population

The population for this study were include secondary level enrolled students of private schools in Karachi Pakistan. Hence, the researcher got the total enrollment of secondary level students from different school students.

Sampling Technique

The sample contains large representative population. The researcher used a convenient sampling technique for the study as it was the most appropriate way to gather data in limited time and resources.

Sample Size

Then the researcher used Raosoft sample size calculator and got the sample of 165 out of total population which was 713. So, after getting the sample size the researcher used stratified proportionate sampling for the further distribution and allocation of the respondents according the schools.

Instrumentation—instruments/ tools used for the data collection

A questionnaire technique was used for the data collection. The questionnaire containing 25 questions those were open-ended and close-ended questions. The questionnaire was designed to determine the impact of parental involvement in the Academic performance of secondary school students in private schools of Karachi. The questionnaire was consist of two parts. One of them was the demographic part and other was the coding part (the part of statement). The demographic part consist of 5 items. Name, age, Qualification of parents, School name and grade. The other part of questionnaire is comprise of 20 questions those were open ended and close ended. The provided rating for each view is as follows: 5. (strongly agree) , 4. (Agree), 3(Disagree), 2 (Strongly Disagree).

Validity and Reliability of the tools/ questionnaires

Instruments are validated by expert opinion. Reliability process applied for that kind of research. The questions are standardized. All responded are asked the same questions in the same order. This mean the checklist can be replicated easily to check reliability. To ensure the reliability of the questionnaire data was inserted in SPSS and reliability test Cornbach’s Alpha was carried out. Alpha score found 0.786 which is reliable.

Table 1

| Reliability Statistics | |
|-------------------------------|------------|
| Cronbach's Alpha | N of Items |
| .786 | 20 |

Time Frame:

It will take students about 5 days to direct the questionnaires. Data will be collected by using online Google forms. Questionnaire / survey will be developed via links. Links of the questionnaire will be shared with respondents by using social apps (what app ,Facebook etc).

DATA ANALYSIS, SUMMARY, FINDINGS, DISCUSION, CONCLUSION AND RECOMMENDATION

Descriptive analysis:

To find out the objectives of the research, data was collected and analyzed. Descriptive statistics were carried out to find and explore the impact of parent involvement in academic performance of the students. Mean values, std. deviation was calculated of the data.

Demographic Data

Table 2.

| Gender | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|--------|-----------|---------|---------------|--------------------|
| Valid | Male | 73 | 44.2 | 44.2 | 44.2 |
| | Female | 92 | 55.8 | 55.8 | 100.0 |
| | Total | 165 | 100.0 | 100.0 | |

Table 2 shows the demographic data about the gender of the respondents' students. There were 44.2% male and 55.8% female students selected for the study.

Graphical Representation of Gender

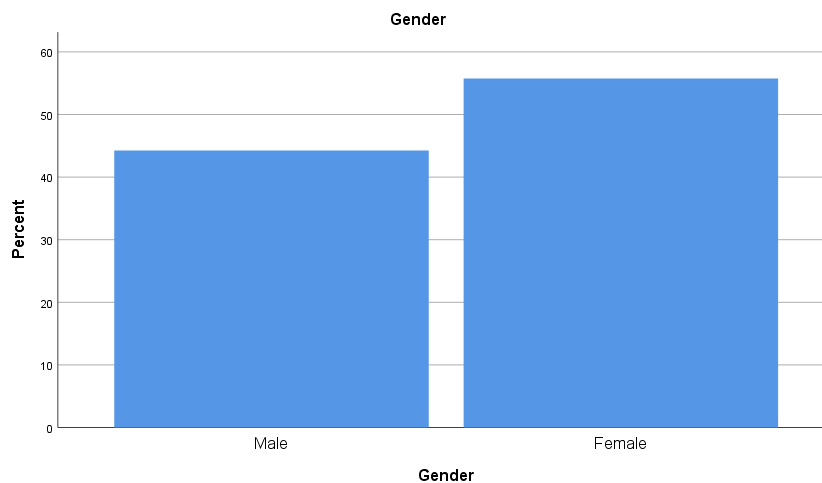


Table 3.

| Grade | | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-------|-----------|---------|---------------|--------------------|
| Valid | 7th | 86 | 52.1 | 52.1 | 52.1 |
| | 8th | 79 | 47.9 | 47.9 | 100.0 |
| | Total | 165 | 100.0 | 100.0 | |

Table 3 shows the demographic data about the Grade of the respondents' students. There were 52.1% 7th grade students and 47.9 % 8th grade students selected for the study.

Graphical Representation of Grade of Students

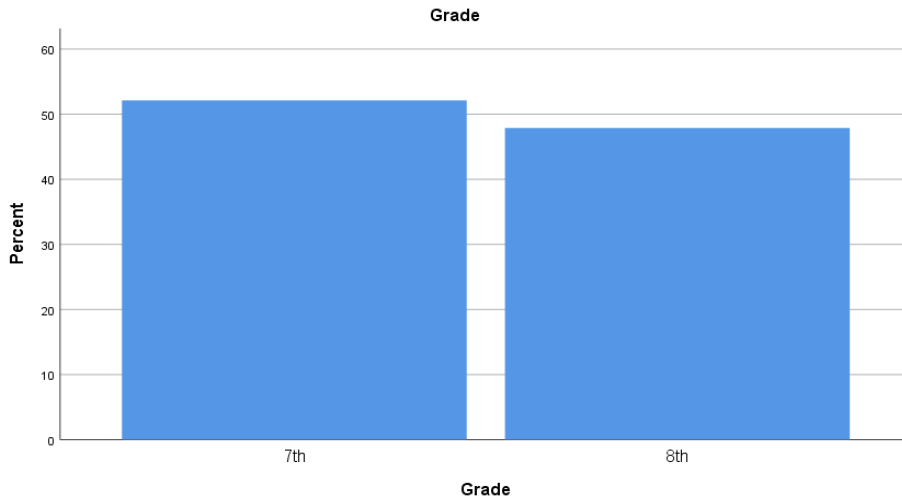


Table 4.

| Parent Qualification | | | | | |
|-----------------------------|--------------------------|------------------|----------------|----------------------|---------------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Enter or below | 75 | 45.5 | 45.5 | 45.5 |
| | Graduate | 68 | 41.2 | 41.2 | 86.7 |
| | Masters or M.Phil / Ph.D | 22 | 13.3 | 13.3 | 100.0 |
| | Total | 165 | 100.0 | 100.0 | |

Table 4 shows the demographic data about the Parent Qualification of the respondents' students. There were 45.5 % parent have enter or below education, 41.2% were graduate, and 13.3% were Master or M.Phil / Ph.D education of the parents of the students selected for the study.

Graphical Representation of Parent qualification

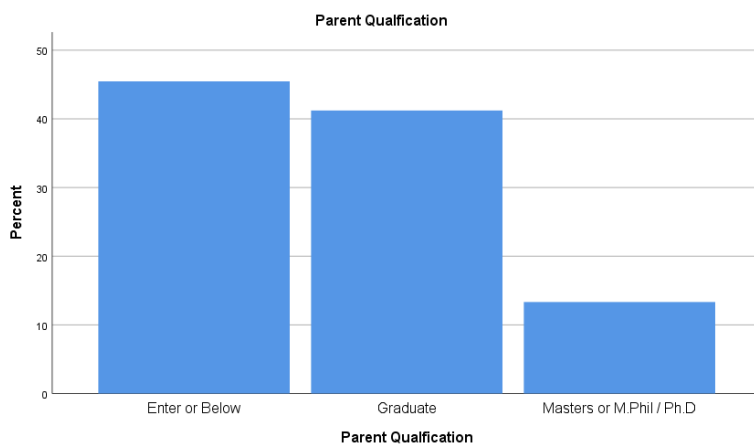


Table 5.

| Personal Computer | | | | | |
|--------------------------|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Yes | 149 | 90.3 | 90.3 | 90.3 |
| | No | 16 | 9.7 | 9.7 | 100.0 |
| | Total | 165 | 100.0 | 100.0 | |

Table 5 shows the statistics about the availability of the personal computer to the students.90.3% students have facility of personal computer and 9.7% students has no computer facility at their homes.

Graphical Representation of Availability of Personal Computer

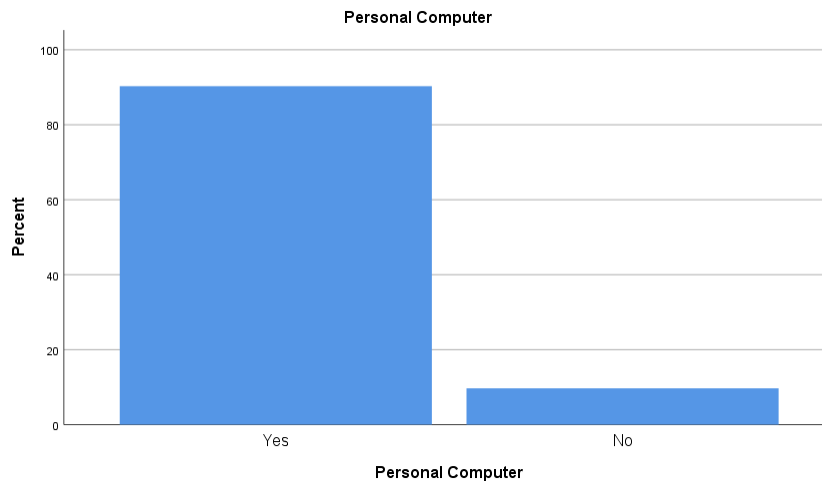


Table 6.

| Age | | | | | |
|------------|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 11 to 13 Years | 87 | 52.7 | 52.7 | 52.7 |
| | 14 to 16 Years | 78 | 47.3 | 47.3 | 100.0 |
| | Total | 165 | 100.0 | 100.0 | |

Table 6 shows the statistics about the age of the students.52.7 % students are from the age 11 to 13 years group and 47.3 % students were from 14 to 16 years group.

Graphical Representation of Age

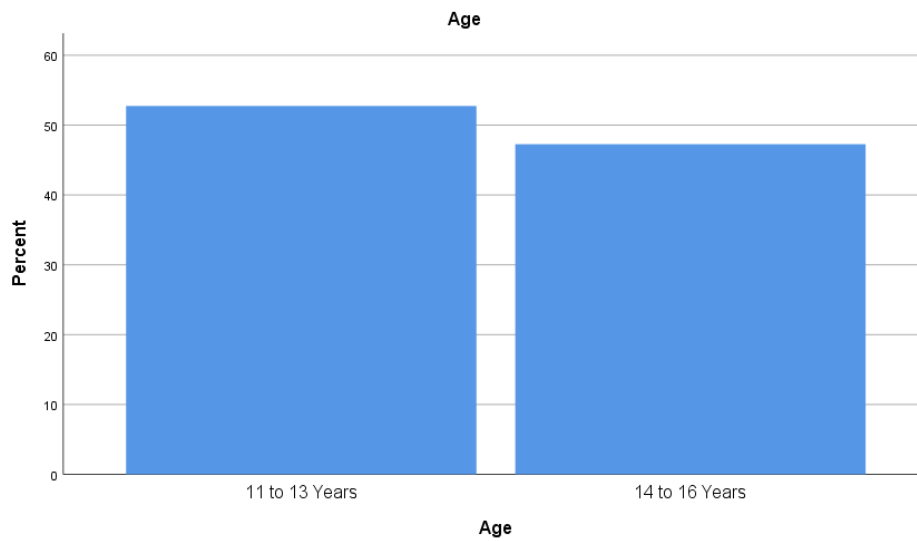


Table 7.

| My parents daily check my studies at home. | | | | | |
|--|-------------------|-----------|---------|----------------|------------|
| | | Frequency | Percent | Std. Deviation | Mean Value |
| Valid | Strongly disagree | 11 | 6.7 | 1.18 | 3.89 |
| | Disagree | 9 | 5.5 | | |
| | Undecided | 33 | 20.0 | | |
| | Agree | 46 | 27.9 | | |
| | Strongly agree | 66 | 40.0 | | |
| | Total | 165 | 100.0 | | |

Table 7 shows that 40 % respondents are strongly agreed to the statement and 27.9 % are agreed that parent daily check their duties at home while 20 % are undecided, 5.5 % strongly disagreed and 6.7 % disagreed to the statement. Mean value of the statement was found 3.89 and std. deviation was found 1.18.

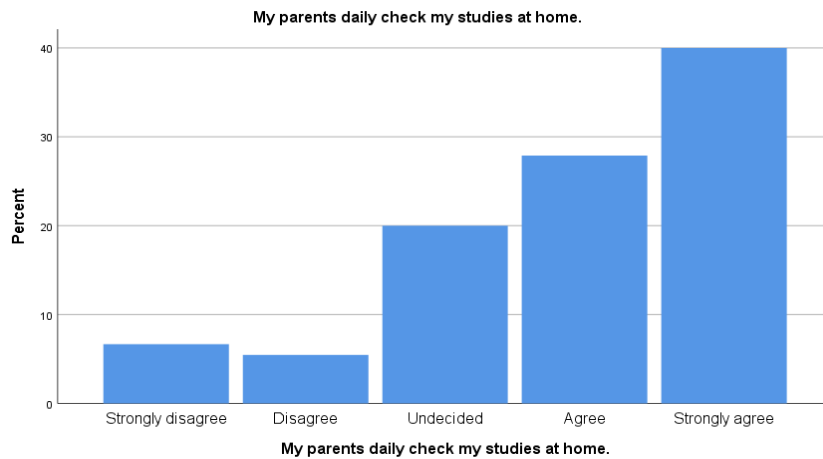


Table 8.

| My parents regularly discuss my social activities at school with me | | | | | |
|---|-------------------|-----------|---------|----------------|------------|
| | | Frequency | Percent | Std. Deviation | Mean Value |
| Valid | Strongly disagree | 15 | 9.1 | 1.25 | 3.76 |
| | Disagree | 9 | 5.5 | | |
| | Undecided | 36 | 21.8 | | |
| | Agree | 45 | 27.3 | | |
| | Strongly agree | 60 | 36.4 | | |
| | Total | 165 | 100.0 | | |

Table 8 shows that 36.4 % respondents are strongly agreed to the statement and 27.3 % are agreed that my parents discuss my social activities at school with me while 21.8 % are undecided, 5.5 % strongly disagreed and 9.1 % disagreed to the statement. Mean value of the statement was found 3.76 and std. deviation was found 1.25.

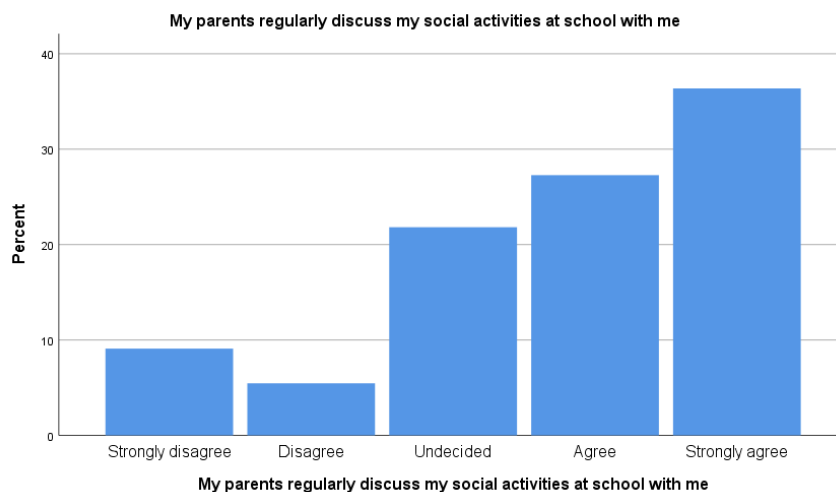


Table 9.

| My parents frequently contact teachers to discuss my studies. | | | | | |
|---|-------------------|-----------|---------|----------------|------------|
| | | Frequency | Percent | Std. Deviation | Mean Value |
| Valid | Strongly disagree | 11 | 6.7 | 1.17 | 3.87 |
| | Disagree | 8 | 4.8 | | |
| | Undecided | 36 | 21.8 | | |
| | Agree | 47 | 28.5 | | |
| | Strongly agree | 63 | 38.2 | | |
| | Total | 165 | 100.0 | | |

Table 9 shows that 38.2 % respondents are strongly agreed to the statement and 28.5 % are agreed that my parent frequently contact teachers to discuss my studies while 21.8 % are undecided, 4.8 % strongly disagreed and 6.7 % disagreed to the statement. Mean value of the statement was found 3.87 and std. deviation was found.

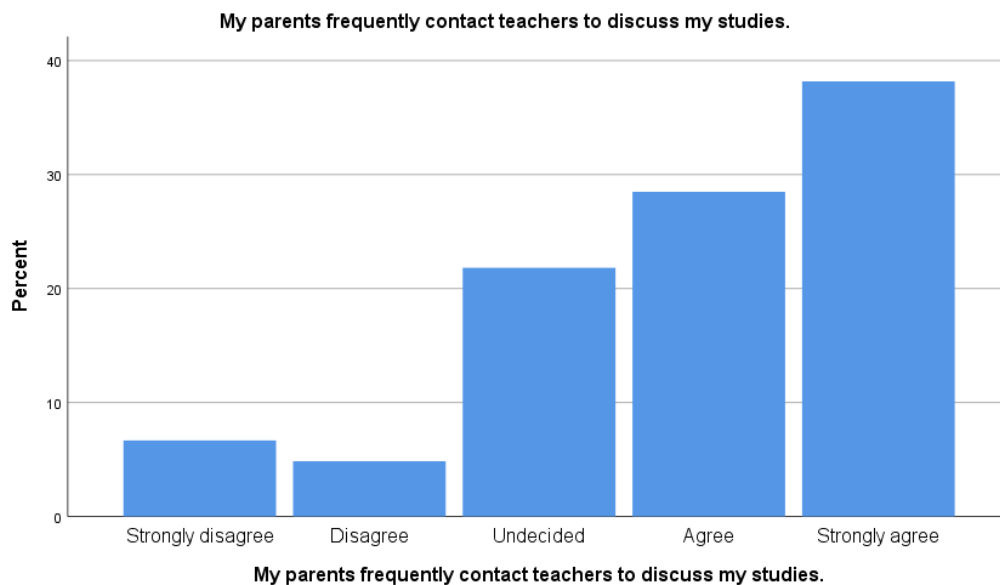


Table 10.

| My parents do not involve me in family disputes | | | | | |
|---|-------------------|-----------|---------|----------------|------------|
| | | Frequency | Percent | Std. Deviation | Mean Value |
| Valid | Strongly disagree | 11 | 6.7 | 1.16 | 3.94 |
| | Disagree | 7 | 4.2 | | |
| | Undecided | 30 | 18.2 | | |
| | Agree | 50 | 30.3 | | |
| | Strongly agree | 67 | 40.6 | | |
| | Total | 165 | 100.0 | | |

Table 10 shows that 40.6 % respondents are strongly agreed to the statement and 30.3 % are agreed that parents do not involve me in family disputes while 18.2 % are undecided, 6.7 % strongly disagreed and 4.2 % disagreed to the statement. Mean value of the statement was found 3.94 and std. deviation was found 1.16.

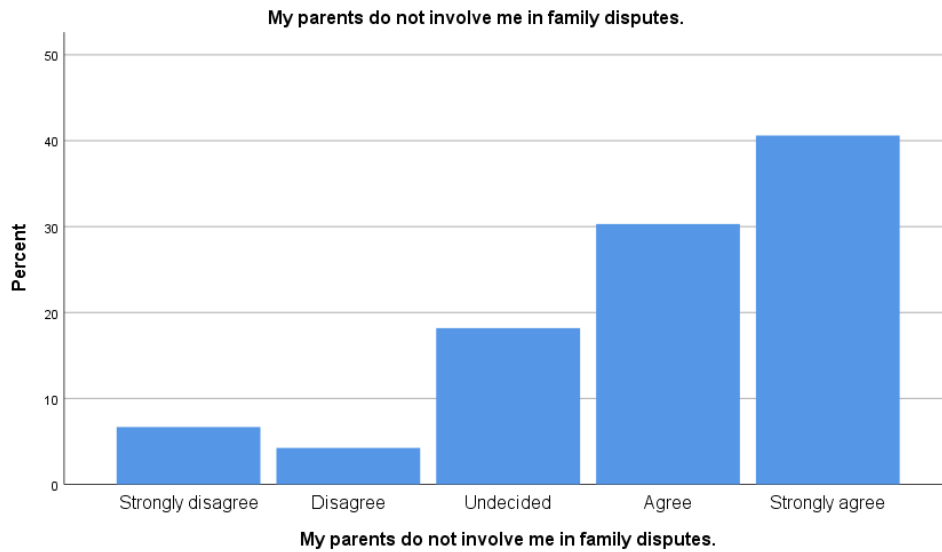


Table 11.

| My parents encourage me to participate in co-curricular activities at school | | | | | |
|--|-------------------|-----------|---------|----------------|------------|
| | | Frequency | Percent | Std. Deviation | Mean Value |
| Valid | Strongly disagree | 10 | 6.1 | 1.16 | 3.92 |
| | Disagree | 9 | 5.5 | | |
| | Undecided | 31 | 18.8 | | |
| | Agree | 50 | 30.3 | | |
| | Strongly agree | 65 | 39.4 | | |
| | Total | | 165 | 100.0 | |

Table 11 shows that 39.4 % respondents are strongly agreed to the statement and 30.3 % are agreed that my parents encourage me to participate in co-curricular activities at school while 18.8 % are undecided, 6.6 % strongly disagreed and 5.5 % disagreed to the statement. Mean value of the statement was found 3.92 and std. deviation was found 1.16.



Table 12.

| My Parents never discuss financial problems with me. | | Frequency | Percent | Std. Deviation | Mean Value |
|--|-------------------|-----------|---------|----------------|------------|
| Valid | Strongly disagree | 8 | 4.8 | 1.12 | 3.95 |
| | Disagree | 9 | 5.5 | | |
| | Undecided | 33 | 20.0 | | |
| | Agree | 49 | 29.7 | | |
| | Strongly agree | 66 | 40.0 | | |
| | Total | 165 | 100.0 | | |

Table 12 shows that 40 % respondents are strongly agreed to the statement and 29.7 % are agreed that my parents discuss financial problems with me while 20 % are undecided, 4.8 % strongly disagreed and 5.5 % disagreed to the statement. Mean value of the statement was found 3.95 and std. deviation was found 1.12.

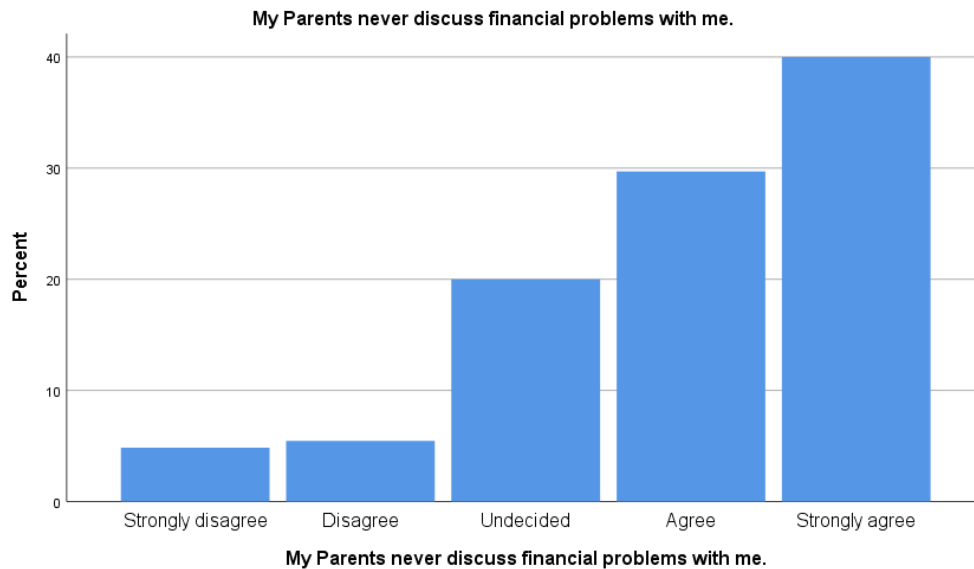


Table 13.

| My parents pay all my school expenses always | | Frequency | Percent | Std. Deviation | Mean Value |
|--|-------------------|-----------|---------|----------------|------------|
| Valid | Strongly disagree | 9 | 5.5 | 1.167 | 3.94 |
| | Disagree | 11 | 6.7 | | |

| | | | | | |
|--|----------------|-----|-------|--|--|
| | Undecided | 30 | 18.2 | | |
| | Agree | 46 | 27.9 | | |
| | Strongly agree | 69 | 41.8 | | |
| | Total | 165 | 100.0 | | |

Table 13 shows that 41.8 % respondents are strongly agreed to the statement and 27.9 % are agreed that my parent pay my all the expenses while 18.2 % are undecided, 5.5 % strongly disagreed and 6.7 % disagreed to the statement. Mean value of the statement was found 3.94 and std. deviation was found 1.16.



Table 14.

| My parents do give pocket money for entertainment. | | | | | |
|--|-------------------|-----------|---------|----------------|------------|
| | | Frequency | Percent | Std. Deviation | Mean Value |
| Valid | Strongly disagree | 11 | 6.7 | 1.15 | 3.93 |
| | Disagree | 5 | 3.0 | | |
| | Undecided | 34 | 20.6 | | |
| | Agree | 49 | 29.7 | | |
| | Strongly agree | 66 | 40.0 | | |
| | Total | 165 | 100.0 | | |

Table 14 shows that 40 % respondents are strongly agreed to the statement and 29.7 % are agreed that parent provide pocket money for entertainment while 20.6 % are undecided, 6.7 % strongly disagreed and 3 % disagreed to the statement. Mean value of the statement was found 3.93 and std. deviation was found 1.15.

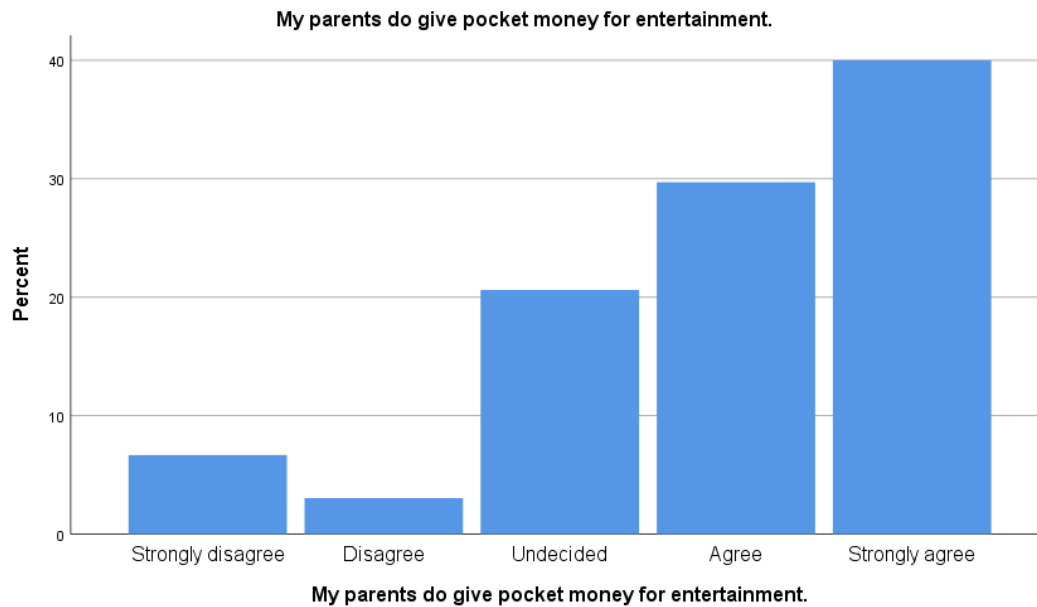


Table 15.

| My parents do give me cash prize or Gift for good academic results at school | | | | | |
|--|-------------------|-----------|---------|----------------|------------|
| | | Frequency | Percent | Std. Deviation | Mean Value |
| Valid | Strongly disagree | 6 | 3.6 | 1.09 | 3.98 |
| | Disagree | 12 | 7.3 | | |
| | Undecided | 29 | 17.6 | | |
| | Agree | 51 | 30.9 | | |
| | Strongly agree | 67 | 40.6 | | |
| | Total | 165 | 100.0 | | |

Table 15 shows that 40.6 % respondents are strongly agreed to the statement and 30.9 % are agreed that parent encourage through reward on good academic performance while 17.6 % are undecided, 3.6 % strongly disagreed and 7.3 % disagreed to the statement. Mean value of the statement was found 3.98 and std. deviation was found 1.09.

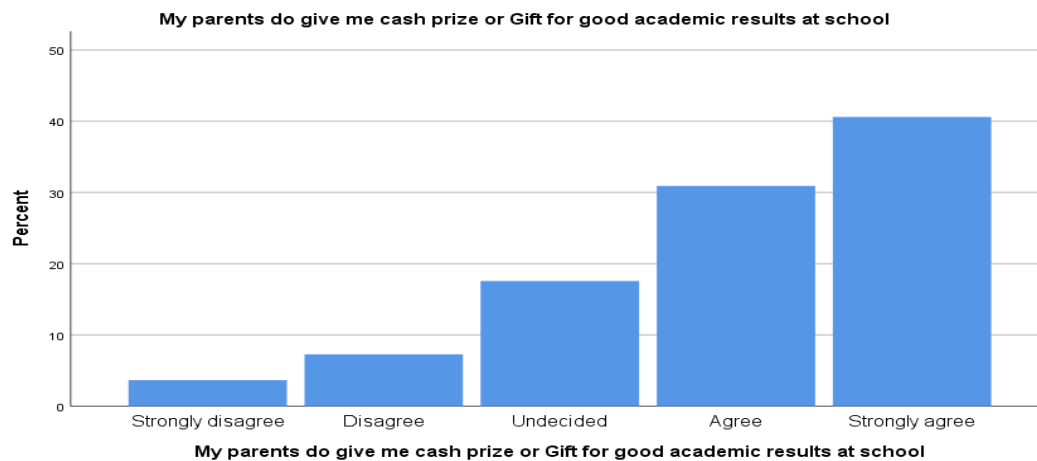


Table 16.

| My parents make health care facilities available immediately if I feel unwell. | | | | | |
|--|-------------------|-----------|---------|----------------|------------|
| | | Frequency | Percent | Std. Deviation | Mean Value |
| Valid | Strongly disagree | 11 | 6.7 | 1.19 | 3.94 |
| | Disagree | 8 | 4.8 | | |
| | Undecided | 32 | 19.4 | | |
| | Agree | 43 | 26.1 | | |
| | Strongly agree | 71 | 43.0 | | |
| | Total | 165 | 100.0 | | |

Table 16 shows that 43 % respondents are strongly agreed to the statement and 26.1 % are agreed that parents are keen to provide better health facilities when they are needed while 19.4 % are undecided, 6.7 % strongly disagreed and 4.8 % disagreed to the statement. Mean value of the statement was found 3.94 and std. deviation was found 1.19.

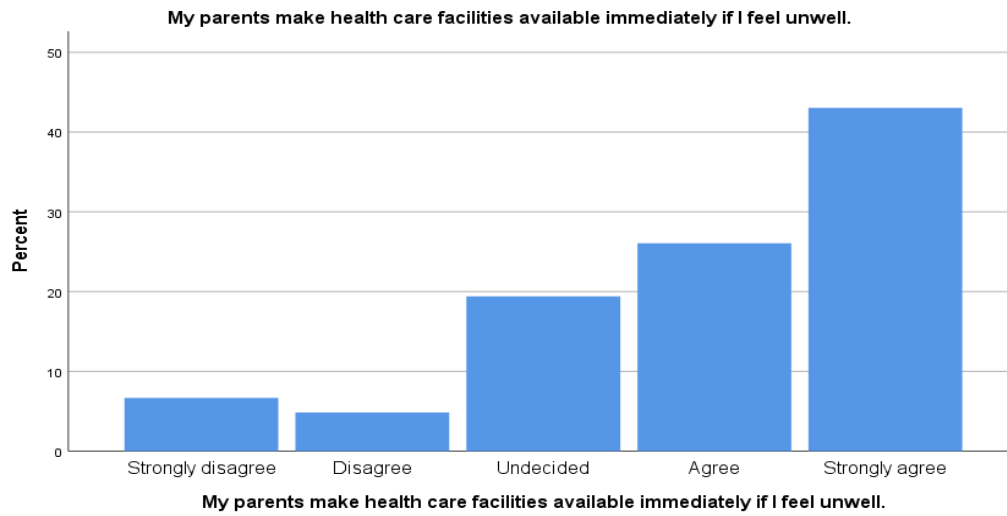


Table 17.

| Daily check of my studies at home keeps my academic performance high. disputes ensure my better academic performance | | | | | |
|--|-------------------|-----------|---------|----------------|------------|
| | | Frequency | Percent | Std. Deviation | Mean Value |
| Valid | Strongly disagree | 8 | 4.8 | 1.096 | 4.01 |
| | Disagree | 6 | 3.6 | | |
| | Undecided | 32 | 19.4 | | |
| | Agree | 50 | 30.3 | | |
| | Strongly agree | 69 | 41.8 | | |
| | Total | 165 | 100.0 | | |

Table 17 shows that 41.8 % respondents are strongly agreed to the statement and 30.3 % are agreed that daily check of learning progress enhance learning of the students while 19.4 % are undecided, 4.8 % strongly disagreed and 3.6 % disagreed to the statement. Mean value of the statement was found 4.01 and std. deviation was found 1.09.

Daily check of my studies at home keep my academic performance high. disputes ensures my better academic performance

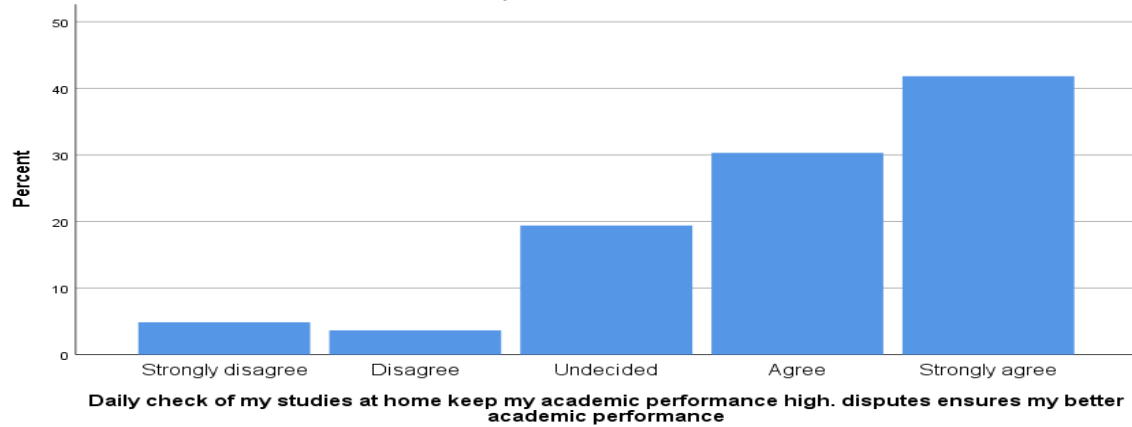


Table 18.

| Regular discussion of my social activities at school with my parents improves my academic performance | | Frequency | Percent | Std. Deviation | Mean Value |
|---|-------------------|-----------|---------|----------------|------------|
| Valid | Strongly disagree | 8 | 4.8 | 1.11 | 3.96 |
| | Disagree | 8 | 4.8 | | |
| | Undecided | 33 | 20.0 | | |
| | Agree | 50 | 30.3 | | |
| | Strongly agree | 66 | 40.0 | | |
| | Total | 165 | 100.0 | | |

Table 18 shows that 40 % respondents are strongly agreed to the statement and 30.3 % are agreed that academic performance is improved through social activities while 20 % are undecided, 4.8 % strongly disagreed and 4.8 % disagreed to the statement. Mean value of the statement was found 3.96 and std. deviation was found 1.11.

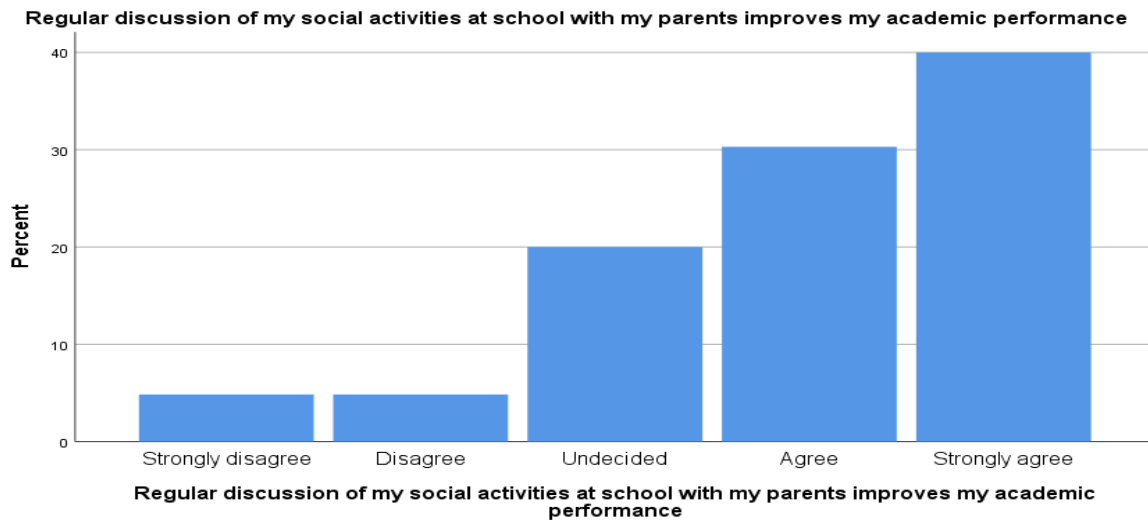


Table 19.

| No involvement in family disputes ensures my better academic performance. | | | | | |
|---|-------------------|-----------|---------|----------------|------------|
| | | Frequency | Percent | Std. Deviation | Mean Value |
| Valid | Strongly disagree | 8 | 4.8 | 1.104 | 3.99 |
| | Disagree | 8 | 4.8 | | |
| | Undecided | 29 | 17.6 | | |
| | Agree | 53 | 32.1 | | |
| | Strongly agree | 67 | 40.6 | | |
| | Total | 165 | 100.0 | | |

Table 19 shows that 40.6 % respondents are strongly agreed to the statement and 32.1 % are agreed that no involvement in family disputes ensures better academic performance while 17.6 % are undecided, 4.8 % strongly disagreed and 4.8 % disagreed to the statement. Mean value of the statement was found 3.99 and std. deviation was found 1.10.

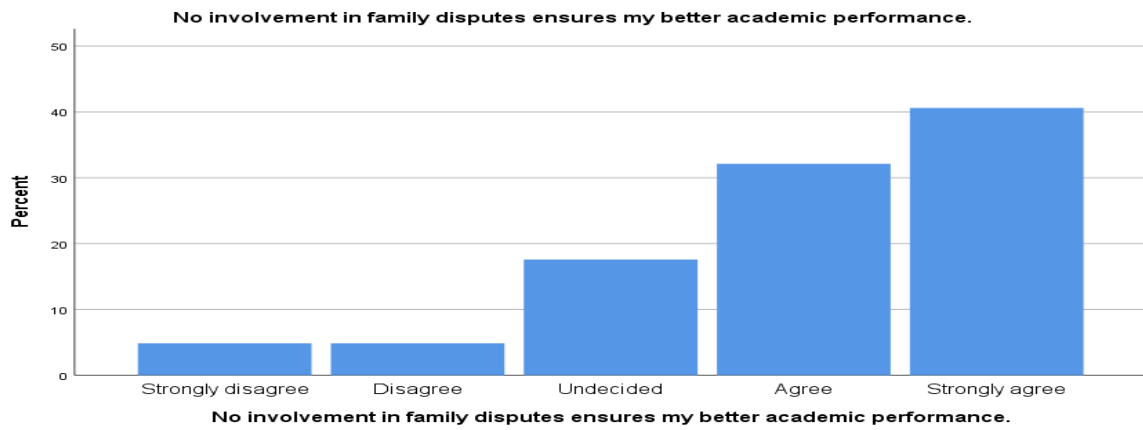


Table 20.

| Encouragement of my parents to participate in curricular activities is helpful in my academic performance. | | | | | | |
|--|-------------------|-----------|---------|----------------|------------|--|
| | | Frequency | Percent | Std. Deviation | Mean Value | |
| Valid | Strongly disagree | 6 | 3.6 | 4.64 | 4.50 | |
| | Disagree | 9 | 5.5 | | | |
| | Undecided | 34 | 20.6 | | | |
| | Agree | 41 | 24.8 | | | |
| | Strongly agree | 73 | 44.2 | | | |
| | | | | | | |
| | | | | | | |
| Total | | 165 | 100.0 | 100.0 | | |

Table 20 shows that 44.2 % respondents are strongly agreed to the statement and 24.8 % are agreed that encouragement from the parent to participate in co-curricular activities enhance academic performance while 20.6 % are undecided, 3.6 % strongly disagreed and 5.5 % disagreed to the statement. Mean value of the statement was found 4.50 and std. deviation was found 4.64.

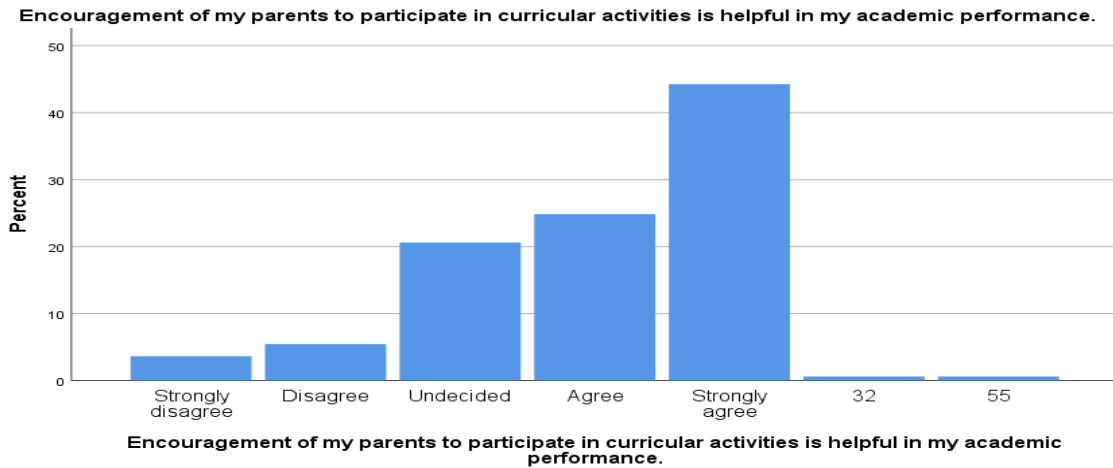


Table 21.

| No discussion of financial problems with me by my parents keeps my academic performance steady | | Frequency | Percent | Std. Deviation | Mean Value |
|--|-------------------|-----------|---------|----------------|------------|
| Valid | Strongly disagree | 7 | 4.2 | 1.10 | 4.06 |
| | Disagree | 9 | 5.5 | | |
| | Undecided | 26 | 15.8 | | |
| | Agree | 48 | 29.1 | | |
| | Strongly agree | 75 | 45.5 | | |
| | Total | 165 | 100.0 | | |

Table 21 shows that 45.5 % respondents are strongly agreed to the statement and 29.1 % are agreed that no discussion of problems with parents affects the academic performance while 15.8 % are undecided, 4.2 % strongly disagreed and 5.5 % disagreed to the statement. Mean value of the statement was found 4.06 and std. deviation was found 1.10.

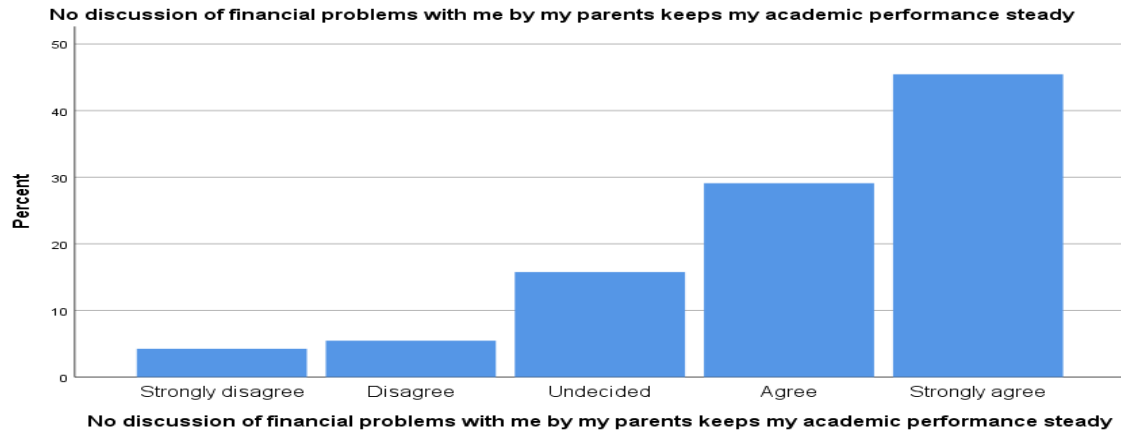


Table 22.

| Payment of all school expenses in time by my parents keeps my academic performance satisfactory. | | Frequency | Percent | Std. Deviation | Mean Value |
|--|-------------------|-----------|---------|----------------|------------|
| Valid | Strongly disagree | 9 | 5.5 | 1.08990 | 3.75 |
| | Disagree | 8 | 4.8 | | |
| | Undecided | 45 | 27.3 | | |
| | Agree | 56 | 33.9 | | |
| | Strongly agree | 47 | 28.5 | | |
| | Total | 165 | 100.0 | | |

Table 22 shows that 28.5 % respondents are strongly agreed to the statement and 33.9 % are agreed that intime payment of expenses encourage better learning environment while 27.3 % are undecided, 5.5 % strongly disagreed and 4.8 % disagreed to the statement. Mean value of the statement was found 3.75 and std. deviation was found 1.08.

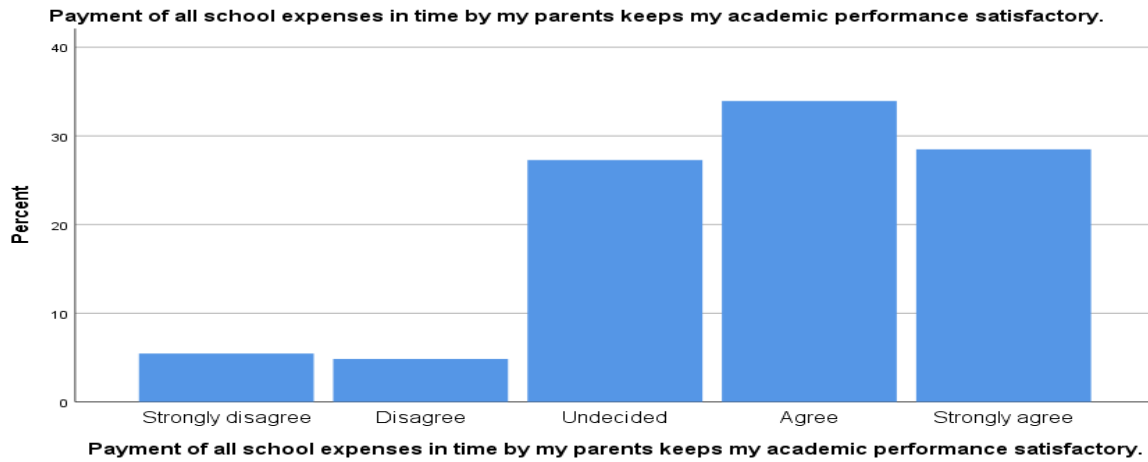


Table 23.

| Receiving pocket money for entertainment from my parents makes me to show better academic performance. | | Frequency | Percent | Std. Deviation | Mean Value |
|--|-------------------|-----------|---------|----------------|------------|
| Valid | Strongly disagree | 9 | 5.5 | 1.08 | 3.72 |
| | Disagree | 7 | 4.2 | | |
| | Undecided | 50 | 30.3 | | |
| | Agree | 53 | 32.1 | | |
| | Strongly agree | 46 | 27.9 | | |
| | Total | 165 | 100.0 | | |

Table 23 shows that 27.9 % respondents are strongly agreed to the statement and 32.1 % are agreed that pocket money from parents motivate the learners while 30.3 % are undecided, 5.5 % strongly disagreed and 4.2 % disagreed to the statement. Mean value of the statement was found 3.72 and std. deviation was found 1.08.

Receiving pocket money for entertainment from my parents makes me to show better academic performance.

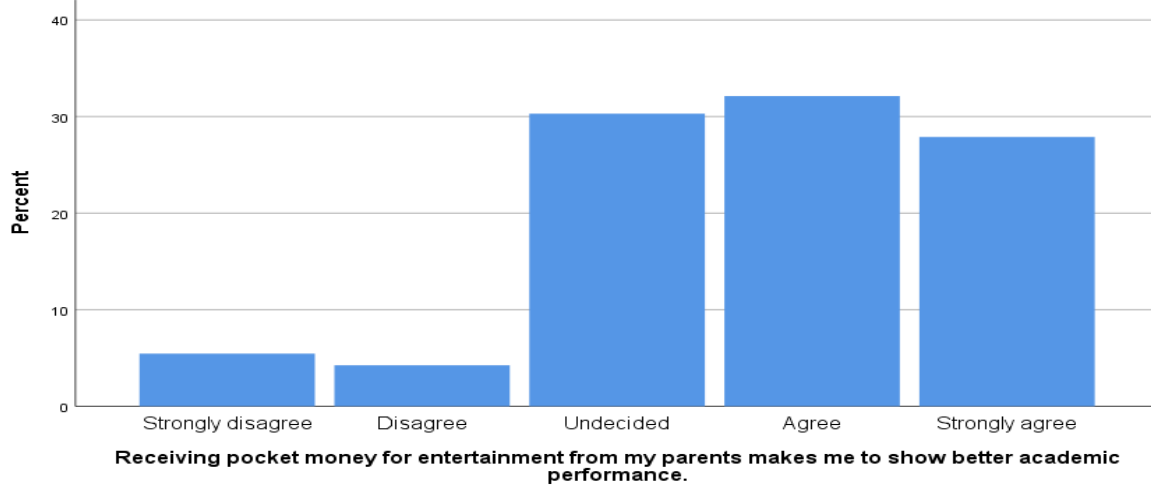


Table 24.

| Cash prize or gift by my parents for good academic results at college improves my academic performance | | Frequency | Percent | Std. Deviation | Mean Value |
|--|-------------------|-----------|---------|----------------|------------|
| Valid | Strongly disagree | 9 | 5.5 | 1.12 | 3.76 |
| | Disagree | 10 | 6.1 | | |
| | Undecided | 44 | 26.7 | | |
| | Agree | 49 | 29.7 | | |
| | Strongly agree | 53 | 32.1 | | |
| | Total | 165 | 100.0 | | |

Table 24 shows that 32.1 % respondents are strongly agreed to the statement and 29.7 % are agreed that cash prize and gifts from parents motivate the learners while 26.7 % are undecided, 5.5 % strongly disagreed and 6.1 % disagreed to the statement. Mean value of the statement was found 3.76 and std. deviation was found 1.12.

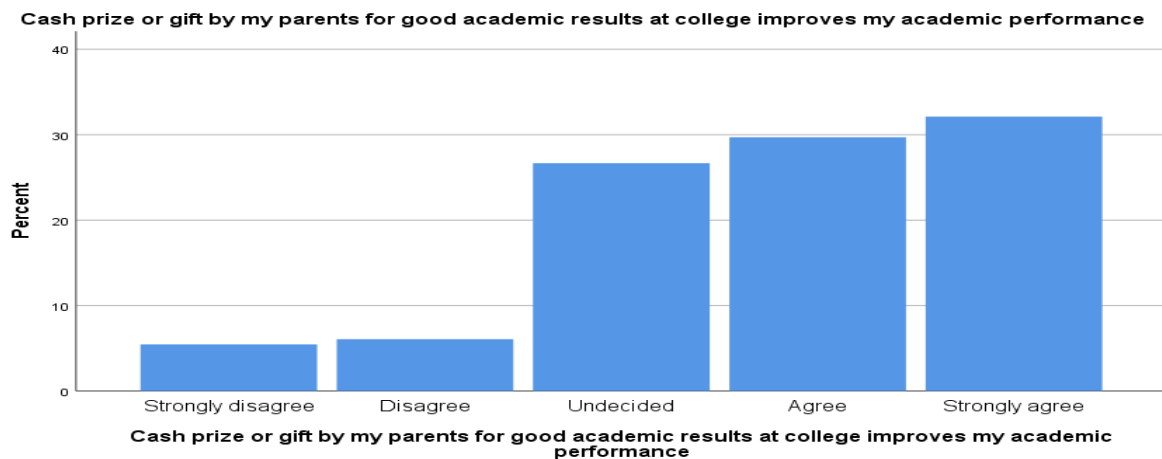


Table 25.

| Health care facilities provided by my parents makes it possible for me to show improved academic performance. | | | | | |
|---|-------------------|-----------|---------|----------------|------------|
| | | Frequency | Percent | Std. Deviation | Mean Value |
| Valid | Strongly disagree | 13 | 7.9 | 1.20 | 3.73 |
| | Disagree | 11 | 6.7 | | |
| | Undecided | 36 | 21.8 | | |
| | Agree | 52 | 31.5 | | |
| | Strongly agree | 53 | 32.1 | | |
| | Total | 165 | 100.0 | | |

Table 25 shows that 32.1 % respondents are strongly agreed to the statement and 31.5 % are agreed that better health care facilities enhance my learning while 21.8 % are undecided, 7.9 % strongly disagreed and 6.7 % disagreed to the statement. Mean value of the statement was found 3.73 and std. deviation was found 1.20.

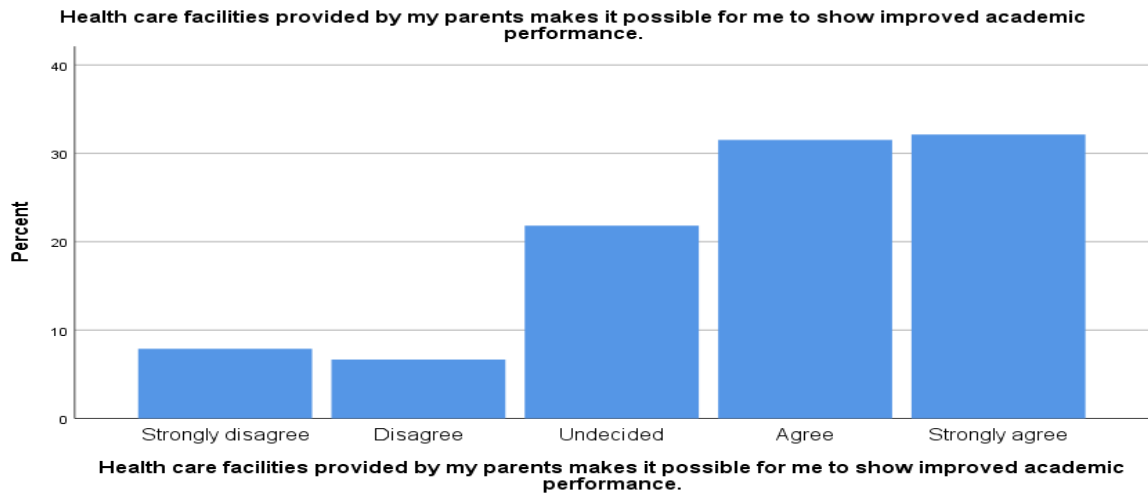


Table 26.

| Regular contact of my parents with teachers makes my academic performance better and rewarding | | | | | |
|--|-------------------|-----------|---------|----------------|------------|
| | | Frequency | Percent | Std. Deviation | Mean Value |
| Valid | Strongly disagree | 12 | 7.3 | 1.19 | 3.75 |
| | Disagree | 14 | 8.5 | | |
| | Undecided | 27 | 16.4 | | |
| | Agree | 61 | 37.0 | | |
| | Strongly agree | 51 | 30.9 | | |
| | Total | 165 | 100.0 | | |

Table 26 shows that 30.9 % respondents are strongly agreed to the statement and 37 % are agreed that coordination between parents and teachers enhance my learning while 16.4 % are undecided, 7.3 % strongly disagreed and 8.5 % disagreed to the statement. Mean value of the statement was found 3.75 and std. deviation was found 1.19.

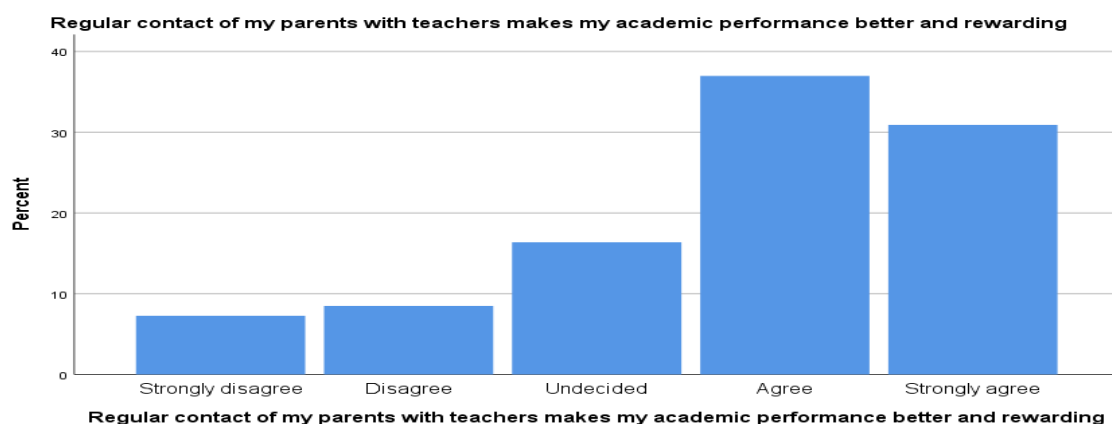


Table 27.

| Descriptive Statistics | | | |
|--|-----|------|----------------|
| | N | Mean | Std. Deviation |
| My parents daily check my studies at home. | 165 | 3.89 | 1.18 |
| My parents regularly discuss my social activities at school with me | 165 | 3.76 | 1.25 |
| My parents frequently contact teachers to discuss my studies. | 165 | 3.87 | 1.17 |
| My parents do not involve me in family disputes. | 165 | 3.94 | 1.16 |
| My parents encourage me to participate in co-curricular activities at school | 165 | 3.92 | 1.16 |
| My Parents never discuss financial problems with me. | 165 | 3.95 | 1.12 |
| My parents pay all my school expenses always | 165 | 3.94 | 1.16 |
| My parents do give pocket money for entertainment. | 165 | 3.93 | 1.15 |
| My parents do give me cash prize or Gift for good academic results at school | 165 | 3.98 | 1.09 |
| My parents make health care facilities available immediately if I feel unwell. | 165 | 3.94 | 1.19 |

| | | | |
|--|-----|------|------|
| Daily check of my studies at home keep my academic performance high. disputes ensures my better academic performance | 165 | 4.01 | 1.09 |
| Regular discussion of my social activities at school with my parents improves my academic performance | 165 | 3.96 | 1.11 |
| No involvement in family disputes ensures my better academic performance. | 165 | 3.99 | 1.10 |
| Encouragement of my parents to participate in curricular activities is helpful in my academic performance. | 165 | 4.50 | 4.64 |
| No discussion of financial problems with me by my parents keeps my academic performance steady | 165 | 4.06 | 1.10 |
| Payment of all school expenses in time by my parents keeps my academic performance satisfactory. | 165 | 3.75 | 1.08 |
| Receiving pocket money for entertainment from my parents makes me to show better academic performance. | 165 | 3.72 | 1.08 |
| Cash prize or gift by my parents for good academic results at college improves my academic performance | 165 | 3.76 | 1.12 |
| Health care facilities provided by my parents makes it possible for me to show improved academic performance. | 165 | 3.73 | 1.20 |
| Regular contact of my parents with teachers makes my academic performance better and rewarding | 165 | 3.75 | 1.19 |
| Valid N (listwise) | 165 | | |

Table 27 shows the descriptive statistics. The cumulative mean value of the data was found 3.72 which means that majority of the respondents are agreed with the questionnaire statements.

FINDINGS

The respondents of the research were 44.2 % male and 55.8% female. Students of 7th grade included for study were 52.1% and of the 8th grade were 47.9%. Majority of the parents have intermediate or below qualification. The students of 7th & 8th grade has 90% availability of the computers at their homes.

Mean values cumulative of the data was found 3.72 which means that majority of the students are satisfied with the statements of the questionnaire. The mean value of the statement about the parent attention towards the homework and learning of their children was found 3.89 which shows that majority of the students are provided necessary support from their parents.

Students feel comfortable when parent discuss social activities at the school and children are encouraged to take active part in social activities. Mean value of the statement was found was found 3.76 which shows that majority of the students are agreed with the statement. Majority of the students believe that they feel satisfied and their academic performance is enhanced when their expense are paid by their parents.

DISCUSSION

The main purpose of the research study was to identify and explore the impact of parent involvement in academic achievement of their children. Parent manage all the learning activities of their children. Parent decides about the schooling and future study plan of their children. Family environment and relation between parents has significant impact on learning and academic achievement of the students. According to Singh et al. (1995), family practices' effects on students' academic performance tend to vary with age and are greatest at the primary school level. On the other hand, they contend that parental participation has no bearing on standardized test results. On the other hand, studies conducted by Lee (1994) and Singh et al. (1995) indicate that parental involvement in their children's secondary education is critical to the success of the children.

Parent interest in the learning of their children motivate their children to be better performer in academics. Other forms of parental participation, such as general parental supervision and progress monitoring, as well as discussions about academic and school-related issues, can positively impact children' secondary school academic scores. According to Ho-Chu and Willms (1996), parental involvement in other activities such as volunteering and attending parent-teacher conferences had less of an impact.

The study found that Parental participation has a favorable impact on a student's behavior improvement in addition to their academic performance. Parental participation, according to Brody, Flor, and Gibson (1999), also improves the student's capacity for self-regulation in day-to-day living. The findings of a study conducted on American Indian students by Kratochwill, McDonald, Levin, Bear-Tibbets, and Demaray (2004) made the point clearer by demonstrating that parenting helped the students' behavior change for the better and decreased their disruptive behavior both inside and outside of the classroom. The students also displayed less aggression.

CONCLUSION

The main objective of the research was to find explore the role of parent involvement in learning and academic achievement of the students. The students provided support at home in learning and homework learn in better way and their academic performance is enhanced as they are active learners. The parents are keen to provide better learning resources to their children that ultimately result as excellent grades and conceptual learning.

Learning behavior of the students is reshaped as parent supervision and guidance improves the attendance and behavioral performance of the students. Higher self esteem is gained through better learning resources and coaching provided by the parents to the students.

Involvement of the parents in the learning of their children enhance the social skills of the students. Students has no hesitation to share their learning issues with their parents. Learning problems are diagnosed well in time and addressed. Parents serves as role models for their kids and encouragement of the children to participate actively in the extracurricular activities.

RECOMMENDATIONS

The study identified and highlighted the impact of parent involvement in academic achievement of the children. The study recommends the following

- Parent assistance and guidance to the children in homework found positive impact and parent should avail time for the learning of their children.
- Students feel encouragement when their learning efforts are recognized by their parents and they are provided with rewards and motivation. Parents should encourage and motivate their children to enhance their academic performance.
- Students are comfortable when their expense are provided by their parents. Provision of resources and learning expenses should be managed by the parents to avoid any learning issues to the students.
- There should be parent education programs organized by the schools to actively involve parents in educational and learning process.
- Technology plays a significant role in learning of the students and parent should use technology to assist and support learning of their children.

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