



PERCEPTION OF SECONDARY SCHOOL TEACHERS ABOUT PARENTAL INVOLVEMENT AND STUDENTS' ACADEMIC PERFORMANCE: A COMPARATIVE STUDY

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ABSTRACT

Education is essential for the advancement of society. Individuals with higher levels of education contribute to the development of a more informed and disciplined society. Families must educate their children to contribute to society as productive members. The purpose of the study was to learn more about teachers' perspectives of parental participation and how it affects students' academic achievement. The research was carried out through the use of descriptive survey research. A random sampling technique was used to pick a sample of secondary school teachers from the district of Sialkot (public = 80; private = 80; total = 160) to get the necessary information about teachers' perceptions of parental involvement and kids' academic progress; a questionnaire was administered to the participants. They made personal visits to the schools, where they distributed questionnaires to teachers and collected information to keep the attrition rate as low as possible. The data were analyzed using statistical procedures such as the mean score, standard deviation, and the t-test to determine their significance. Parental satisfaction with their children's performance and progress was found to be high in private schools, whereas teachers of children in public schools complained that their student's parents were not involved in the growth of their children.

Keywords: education, performance, school

JEL Codes: I2, P17

I. INTRODUCTION

Education is crucial in societal progress. The educated individuals of a society build a more informed and disciplined society. Families must educate their children to become valuable members of society. Parents who actively participate in their children's education are more likely to see their children develop, thrive academically, and thus become more valuable and fruitful for the community. Besides competent schools and teachers, parents' involvement in their children's education significantly impacts their success and long-term growth. Parents' involvement in their children's education and other economic and environmental factors improves their cognitive, language, and social skills. Many studies in this field stress the importance of family involvement and contact during pre-school (Hill and Tyson, 2009). Studies have also shown that continual parental involvement in their children's schooling can help them progress academically (Fan and Chen, 2001).

Studies have linked school failure to risky behaviors, and results include behavioral and emotional issues, law-breaking, and violence (Annunziata et al., 2006). Some researchers have looked at the association between parental involvement and secondary educational outcomes. However, much research focuses on the relationship between parental participation and primary school success (Hung and Marjoribanks, 2005; Ali, 2015; Ali and Rehman, 2015; Ali, 2016). This study can help parents and students appreciate the importance of parental involvement in their children's education. Aside from the number of pupils who passed, the majority scored below 50%. Academic achievement has been linked to parent participation. Although considerable research has been done on the value of parental involvement among high school kids, the literature review looks at several factors that may affect parental involvement. This study seeks to identify parental involvement in children's educational activities and its impact on

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secondary educational outcomes. Parental involvement in students' academic pursuits has long been a critical determinant of student progress (Jesse, 1997). The studies and literature show that parental involvement improves student outcomes. State governments have made parental involvement a primary goal in their booths. Because school takes up over 70% of a child's time, including vacations and weekends, parents must actively participate in their child's education (Suizzo and Soon, 2006).

The contemporary research and the previous literature consistently claim that parents' involvement is worthy in their children's performance. The government organizations have put parents' involvement as a significant factor in their respective areas. Suizzo and Soon (2006) suggested that the parents remain further involved in their children's educational activities because it is crucial for their success as every child spends more than seventy percent of his time out of school, including holidays and weekends. The objective of involving parents in their children's educational activities based on robust research which suggests parents' involvement is constructive in their children's success (Rowe, Ramani, & Pomerantz, 2016). Societies in schools that offer reading differences in students' achievements are envisioned up a higher level for parents involved in their children's learning abilities. Some of the initial tests for the community are reducing the differences in students' level of learning from diverse racial, socio-economic, and cultural circumstances (Hung and Majoribanks, 2005). In its report, the Abu Dhabi Board of Education (ADEC, 2011) stated that ADEC's novel policy on educational institution reform would consider families as the most important teachers of their children and would continue to influence the lives of children. Education and development of their children. Life and beyond that are mainly the case in the preceding years needed from kindergarten to middle school. If parents begin to worry when children are in a playgroup, children will almost instantly seek receptivity and parental involvement as a regular and valued part of school life and family life. Furthermore, the parents' involvement accomplishments might be measured employing a resource that provides guidelines for added parents' involvement in students' education progression, which could be growing through the carrying out of appropriate applicable "school and parents' collaboration plans" then subsequently, for improved students' achievement. Parents are frequently the first teachers their children receive. The only factor that substantially impacts a child's ability to succeed in school and throughout life is his or her familial history (Ahmad et al., 2016; Haider and Ali, 2015; Kassem et al., 2019; Roussel et al., 2021; Herrell, 2011; Jajid and Ali, 2018; Sajid and Ali, 2018; Senturk and Ali, 2021; Sulehri and Ali, 2020; Ashraf and Ali, 2018; Siddiqi et al., 2014; Shahid and Ali, 2015; Mahmood et al., 2013). The engagement of parents is fragile for academically successful students. In order to ensure that children achieve academic achievement, effective ways to parental participation must be used in educational settings. Parents' engagement in their children's academic progress will be investigated and linked in this research, which will occur at public and private secondary schools. The objective of the study was; to compare the perceptions of public and private secondary school teachers about parental involvement and students' academic achievement. The objective of the study was to explore the perceptions of teachers about parental involvement and students' academic performance.

II. REVIEW OF RELATED LITERATURE

Gullat and Lemoie (1997) asserted that, based on common sense, it appears to be beneficial for parents to be involved in their children's education. The study was done with this statement in mind to determine whether or not the engagement of parents in their children's academic success is indeed beneficial to the pupils. This truth has been validated and proven by many previous research studies. Increased academic accomplishment targeted children whose parents participated in their children's academic activities. As a result, this literature study's purpose was to define parents' participation and the variable prototype that they use in conjunction with educational institutions (Jesse, 1997). Parents' participation in children's academic activities was studied to identify a recognized structure of parental involvement, reflecting on the necessity of parental involvement in children's academic activities, noting the influence of constructive parents on their children's participation in academic activities, and identifying methods to increase the participation of parents.

Parents' participation is transformed into mutual consideration, and solid schools are consistently organized to ensure that they are accompanied in their endeavors. In reality, research has found a long-term link between parental involvement and student achievement in the classroom. On the other hand, the description of actual parental participation varies from person to person and is not consistent across the board. According to Jesse (1997) parents' involvement is described as reading to kindergarten children. It is geared toward preparing children to enter school. Parents' involvement includes various activities such as volunteering at their children's school, engaging in joint committees dedicated to their children's education, and forming lobby groups to launch campaigns in support of

favorable legislation for their children's education. As educational advancements have resulted in an additional mandatory requirement, the meaning of parental involvement has developed to mean the active and well-informed participation of parents in their children's primary and secondary education from the time of their children's birth. Then he is moved from the parent center to the family concentration, and finally to the concentration of public agencies and parents who have always been passionate about reaching out to difficult-to-reach or vulnerable parents. Family meanings have replaced specific patterns (teacher or principal), and an inadequate perspective of mostly urban families has been replaced by more extraordinary passion than the most basic family characteristics (Davies, 1991).

In the definition, the transfer reflects the view that the vast majority of parents genuinely care about their children and have significant sympathies toward their children. In addition, parents can learn new techniques that they can put to use. In addition, families are considered a vital element, and there are many families in this country (Liontos, 1992). When compared to forty years ago, modernism has grown more prevalent among families, and as a result, it should be recognized because it has had a significant impact on the alternative family structure (Jesse, 1997). Parental involvement in school activities predominated during the first few days of the program's implementation (Coulombe, 1995). According to Luchuck (1998), parental engagement consists of two self-determined components: devoted parents and energetic participants.

As educational advancements have necessitated greater responsibility on the part of parents, the term "parental involvement" has come to mean the active and well-informed participation of parents from the time of their children's birth through their children's primary and secondary school. It has progressed from the concentration of parents to the family, from the family to community agencies, and from parents who are always greedy only to parents who are challenging to reach or at risk of becoming challenging to reach. As a result, parental participation has evolved away from the professional agenda (teacher or administrator) and toward family priorities, as well as away from an image of predominantly urban families as lacking in specific ways and toward a greater emphasis on the inherent qualities of families (Davies, 1991). In the revised definition, the emphasis has been on the belief that the vast majority of parents genuinely care for their children and hold convincing opinions about their children. Aside from that, parents are qualified to acquire new techniques that they can use. In addition, it is considered that families have strengths and that a variety of family forms are present in the world (Liontos, 1992). Although modern families are considerably more general than in the past fifty years, present alternative family structures are beneficial and should be recognized for their effectiveness (Jesse, 1997).

In recent years, numerous scholars have discovered a correlation between the deteriorating success of public schools and the widening demographic gaps in the United States' families, which, according to Fishel and Ramirez (2005), raises the question of participation. The involvement of parents in education has risen to the top of the priority list. Fishel and Ramirez attempted to discover an answer to the following question by performing a survey that included 24 research done between 1984 and 2003: how does parental participation affect a child's educational outcomes? Fishel and Ramirez defined participation of parents who give the theoretical framework of his Epstein having a taxonomy of six classes of participation: communication, parenting, learning at home, decision-making, volunteering, and community relations. Many researchers in this field have widely used this taxonomy, and many researchers in this field widely use it. A factual finding of this study is that parental engagement has a decisive impact on a child's academic achievement; however, certain specific activities have been launched to influence the child's learning, such as the student's involvement in learning about his or her environment.

Student achievement, according to the findings of Christenson et al., (1992) is related to four classifications: parental expectations for their children, home-based educational promotion, the learning environment, and parental participation in each of the Epstein categories, according to the findings of Christenson et al., (1992). The attitude taken by parents to their children's academics can undoubtedly promote the child's learning behavior and lead to improved performance when they have a sensitive and enthusiastic potential for their children. The use of homework as a link between school and home is transformed when children's learning is strengthened and cared for. These experts underline that studying at home will not boost a child's achievement in school unless the child's parents are actively involved in their child's education at all phases. Furthermore, it was discovered that parents who had participated in their children's education exhibited a different positive attitude toward school and their children's education.

Griffith (1996) conducted a study for high schools and discovered that schools with a higher level of parental participation produced significant improvements in the results of a comparative test. It was via their involvement that these schools attempted to meet the requirements of parents; this provided parents with some understanding of the schools and education their children received, which in turn inspired parents to become more active. Finally, encouraging youngsters to read by discussing daily events and the school's efforts to help them succeed in school. Supporting their children's education by visiting their schools, encouraging extracurricular and co-curricular activities, and spending quality time with their families are all positive effects. Fehrmann et al., (1987) identified six determinants for student success. Excited parents of children share regular events. They get pleased about their kids' reading habits, which helps them relax. Parents must watch their kids' TV habits. It was suggested that short-term educational accomplishment be delayed for long-term satisfaction and success. Many terms for liking and showing interest in children's education and personal development were strengthened. Finally, small doses of whimsy and destiny may boost academic accomplishment (Fehrmann et al., 1987). The more parents are involved in their children's education, whether as supporters, decision-makers, classroom volunteers, or home-based tutors, the better (Gordon, 1978). Creating home environments that promote education, parents concerned about their children's studies, and ready to help them succeed at school, in the community, and at home are the best predictors of a student's school success (Henderson and Meisels, 1994).

III. RESEARCH METHODOLOGY

This study was carried out using descriptive survey research. The researchers' primary purpose was to document, evaluate, and interpret the current events or variables because the research is non-experimental, no factors were altered due to the findings. As a result, the descriptive survey research design is suited for this investigation. The participants in this study were secondary school teachers from both public and private institutions. A sample of secondary school teachers (Public = 80; Private = 80; Total = 160) were selected through a random sampling technique from district Sialkot. A questionnaire was used to obtain the necessary data about teachers' perceptions regarding parental involvement and students' academic achievement. The researchers delivered the questionnaire individually delivered to the teachers by the researchers, and the teachers were instructed to provide an accurate response for each item on the questionnaire. The researchers made personal visits to the schools, who handed out questionnaires to the teachers and gathered data to keep the attrition rate to an absolute bare minimum. The information was gathered from the teachers (160). The data was collected and analyzed using the Statistical Package for Social Sciences (SPSS). The results were investigated using statistical techniques such as the means score, standard deviation, and the t-test.

IV. DATA ANALYSIS AND INTERPRETATION

The statements in Table 1 that elaborate the idea of parental involvement for students' academic performance at the secondary school level in light of secondary school teachers' perceptions were interpreted using statistical techniques such as the mean score, standard deviation, and t-value. The following is a more in-depth description: It is noted in Item 1 that the mean score of government teachers' responses (2.27) is lower than the mean score of private instructors' responses (2.41). (4.15). In this case, the calculated value (-8.17) is smaller than the tabular value (0.05). There is a considerable disparity between the responses of public-school instructors and private school teachers. As a result, it demonstrates that both government and private teachers believe that the majority of the parents of my pupils are acquainted with me. The majority of private teachers agree that the vast majority of the parents of my pupils are acquainted with me. According to Item 2, the mean score of government teachers' responses (2.37) is lower than the mean score of private teachers' responses (2.41). (3.25). The calculated value (-5.02) is lower than the tabulated value (0.05). There is a considerable disparity between the responses of public-school instructors and private school teachers. As a result, it demonstrates that both government and private teachers thought that parents routinely visit the school. According to most government teachers, the statement that parents attend their children's school frequently is untrue.

Item 3 points out that the mean score of government teachers' responses (2.14 points) is lower than the mean score of private instructors' responses (2.4 points) (3.18). There is a difference between the calculated value (-5.37) and the tabular value (0.05). There is a considerable disparity between the responses of public-school instructors and private school teachers. As a result, it demonstrates that both government and private educators believe that parents should contact me about their children's performance. When asked if parents talk to me about their children's performance,

the vast majority of government instructor's express dissatisfaction with the statement. When it comes to government instructors' responses, the mean score (1.92) is lower than the mean score of private teachers' responses (1.93), according to Item 4. (4.00). In this case, the calculated result (-10.15) is smaller than the tabulated figure (0.05). There is a considerable disparity between the responses of public-school instructors and private school teachers. As a result, it demonstrates that both government and private teachers believe that parents should attend school events whenever they are invited. The majority of government teachers disagree with the idea that parents attend school functions when they are invited.

Table 1 Comparison of Teachers' perceptions about parental involvement and students' academic achievement

Statements	Teachers	Mean	SD	t-value	Sig.
Most of my students' parents know me.	Public	2.27	1.67	-8.17	0.00
	Private	4.15	0.98		
Parents visit the school regularly.	Public	2.37	0.93	-5.02	0.00
	Private	3.25	1.28		
Parents talk to me about their children's performance.	Public	2.14	1.12	-5.37	0.00
	Private	3.18	1.30		
When invited, parents attend school events.	Public	1.92	1.40	-10.15	0.00
	Private	4.00	1.04		
When requested, parents attend parent-teacher meetings.	Public	1.87	0.80	-11.28	0.00
	Private	3.66	1.21		
Parents discuss with me the homework of their children	Public	1.78	1.23	-7.05	0.00
	Private	3.21	1.29		
My students' parents come to me for advice on how to improve their children's academic performance.	Public	2.43	1.26	-6.49	0.00
	Private	3.66	1.038		
Parents message me about their children activities.	Public	1.67	1.06	-7.93	0.00
	Private	3.04	1.06		
Parents check students' homework regularly	Public	1.77	1.232	-5.81	0.00
	Private	2.93	1.278		
Parents send their children to school with books, notes, and pencils.	Public	2.62	1.04	-2.91	0.00
	Private	3.16	1.26		
Some subjects are challenging for parents to follow up on their children.	Public	3.79	0.71	0.75	0.45
	Private	3.70	1.01		
I talk with parents frequently about educational issues	Public	3.99	1.37	2.77	6.00
	Private	3.37	1.39		
I think that reading books is a regular activity in school as well as at their homes	Public	3.79	0.97	-0.91	0.36
	Private	3.93	0.85		

According to Item 5, the mean score of government teachers' responses (1.87) is lower than the mean score of private teachers' responses (1.91). (3.66). In this case, the calculated result (-11.28) is smaller than the tabulated figure (0.05). There is no statistically significant difference between the responses of government and private teachers. As a result, it demonstrates that both government and private instructors believe that parents should attend parent-teacher conferences whenever they are encouraged to do so. The notion that parents should attend parent-teacher conferences whenever requested is met with dissatisfaction by the vast majority of government teachers. Regarding answer scores, Item 6 points out that the mean score of government instructors (1.78) is lower than the mean score of private teachers (1.91). (3.21). In this case, the calculated value (-7.05) is smaller than the tabulated value (0.05). There is a considerable disparity between the responses of public-school instructors and private school teachers. As a result, it demonstrates that both government and private teachers believe that parents discuss their children's homework with me. The suggestion that parents discuss their children's schoolwork with me is met with disapproval by most government teachers in the country.

Regarding government instructors' responses, the mean score (2.43) is lower than the mean score of private teachers' responses, as noted in Item 7 of the report (3.66). The calculated value (-6.49) is smaller than the tabulated value (0.05). There is a considerable disparity between the responses of public-school instructors and private school teachers. As a result, it demonstrates that parents consult with me to improve their children's educational performance, as perceived by government and private teachers. In response to the statement that parents consult with me to improve their children's educational attainment, most private school teachers agree. Regarding government teachers' responses, the mean score (1.67) is lower than the mean score of private instructors' responses (1.61). It is highlighted in Item 8. (3.04). There is a difference between the computed and tabulated values (-7.93). (0.05). There is a considerable disparity between the responses of public-school instructors and private school teachers. As a result, it demonstrates that both public and private school teachers believe that parents contact me about their children's activities. When asked if they agree or disagree with the assertion that parent message me about their children's activities, the vast majority of government instructors respond negatively.

Regarding government instructors' responses, the mean score (1.77) is lower than the mean score of private teachers' responses, as highlighted in Item 9. (2.93). In this case, the calculated result (-5.81) is smaller than the tabulated figure (0.05). There is a considerable disparity between the responses of public-school instructors and private school teachers. As a result, it demonstrates that both government and private teachers believe that parents often check their children's homework. The assertion that parents should check their children's homework frequently is met with disapproval by most government teachers. Regarding government instructors' responses, the mean score (2.62) is lower than the mean score of private teachers' responses, as noted in Item 10. (3.16). The calculated value (-2.91) is lower than the tabulated value (0.05). There is a considerable disparity between the responses of public-school instructors and private school teachers. As a result, it demonstrates that both public and private school teachers believe that parents bring their children to school with books, notes, and pencils. The remark that parents should send their children to school with books, notes, and pencils is met with disapproval by most government teachers in the country. When it comes to government teachers' responses, Item 11 points out that the mean score (3.79) is lower than the mean score (3.79) of private teachers' responses (3.70). The calculated value (0.75) is higher than the tabular value (0.05). There is no statistically significant difference between the responses of government and private teachers. As a result, it demonstrates that both government and private educators believe that some subjects present difficulties for parents in monitoring their children's progress. As a result, there is no difference in opinion between public and private teachers about certain subjects that provide difficulties for parents in monitoring their children's progress. According to Item 12, the mean score of government instructors' responses (3.99) is lower than the mean score of private teachers' responses (3.37). It is more significant than tabulating a number (0.05) when computing a number. There is no statistically significant difference between the responses of government and private teachers. As a result, both government and private teachers believe that teachers should regularly communicate with parents about educational concerns. When it comes to government teachers' responses, item 13 points out that the mean score (3.79) is lower than the mean score (3.79) of private teachers' responses (3.93). When computing something, you get less than what you see on the screen (0.05). There is a considerable disparity between the responses of public-school instructors and private school teachers. Consequently, it demonstrates that both government and private teachers believe that reading books is a frequent activity in the classroom and at home for their students. According to the survey results, most government instructors agree that reading books is a frequent activity in both schools and at home.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the outcomes of the current investigation, the following conclusion may be drawn: Following the conclusion of the current study, it was determined which factors are responsible for students' academic progress at the secondary school level. From the findings of this research, it can be stated that there is a statistically significant association between the two variables examined, namely, the level of parental involvement in their children's academic activities and the level of academic accomplishment of children. When asked if parents' consultation with instructors helps their children's educational attainment, the teachers of private schools responded because they knew the parents personally. However, we can state that the parents of private schools have difficulty keeping up with the challenging subjects in their children's education. Teachers in public schools acknowledge that communication between parents and teachers is essential in boosting a child's academic level. Parents of children attending government schools did not check their children's homework and were unaware of the norms and regulations of the school. They did not feel confident in their ability to speak with the parents of their children. When we look at the

investigation results into the impact of parental participation on students' accomplishments, we see that parents are unwilling to attend any school activity involving their children and do not communicate with instructors about their children's progress. It should also be noted that teachers in public schools have confessed that reading books is an everyday activity in their classrooms and their homes and that if their students are having difficulty with their assignments, they are aware of where they may receive extra assistance. Parents of students in private school's express satisfaction with their children's performance and progress, whereas teachers of kids in public schools complain that their student's parents are not actively involved in their children's development. Additionally, the research predicted that there would be a link between parents' engagement (parenting skills, communication skills, and home and family support) and students' educational performance. According to the findings, there is a significant positive relationship between parental participation and student achievement in math and reading. The most involved parents' engagement construct was discovered by using a model that got worse over time. The provision made by parents and family members is the most significant predictor of students' educational performance. It suggests that parents' involvement in and completing assignments, creating conducive home environments for learning, and instilling and setting realistic expectations contribute to improved performance. As a result, it can be determined that student performance and the magnitudes of parental involvement are inextricably linked, and if teachers and parents want to improve students' performance, they should ensure their health and safety and create positive home environments that support school learning. According to the study's findings, parents should take the initiative in supporting their children's educational activities because they are the first teachers to introduce them to the world of education and learning. In addition, the research suggests that a robust parent-teacher connection is necessary for students to outperform their peers in educational achievement. In addition, parents should have realistic expectations for their children's performance. Because of these high expectations, their child strives for excellence in school. The trust they have in their children helps them have more confidence in their academic talents, which increases their likelihood of succeeding.

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