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**Abstract:** *The research aimed to examine the impact of parental involvement on students' academic achievement at the elementary level. The study compared students based on school type (public/private), parents' education, and fathers' profession. A sample of 376 elementary students from Faisalabad was selected. Data were collected from student result cards and questionnaires, and analyzed using descriptive statistics, T-Test, ANOVA, and Post-hoc tests. The findings showed no significant difference in academic achievement between boys and girls. However, significant differences were found based on school type and fathers' profession: students of job-holder fathers performed better than those of businessmen. Additionally, students whose fathers were more educated, especially graduates and above, had higher achievement scores. The study recommended encouraging greater parental involvement and improving conditions in public schools to enhance students' academic performance.*

**Introduction**

Parental involvement on achievement score of student's at elementary level is the necessary of this age. Specifically, children whose parents are more involved in their education have higher levels of achievement score than children whose parents are involved to a lesser degree. The influence of parent involvement on better achievement score has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives.

What elements of parental involvement, family learning, parental support and parents' level of education impact positively on student's achievement/engagement? Does the effectiveness of these elements change according to: (a) student's age; (b) the gender of student's; (c) whether parents participate on a voluntary rather than required basis; (d) socio-economic group; and (e) the way in which schools interact with parents? Parent involvement in a child education is consistently found to be positively associated with a child's achievement score (Hara & Burke, 1998; Hill & Craft, 2003; Marcon, 1999; Stevenson & Baker, 1987). Coupled with these findings of the importance of early academic

success, a child's better achievement score has been found to be relatively stable after early elementary School (Entwisle & Hayduk, 1988; Pedersen, Faucher & Eaton, 1978). Therefore, it is important to examine factors that contribute to better achievement score and that are amenable to change.

Parents have direct and lifelong impact on children's learning behaviour and development of competence and skills. Families have almost vital role in promoting positive skills. When parents are involved, students achieve more, reveal more positive attitudes and behaviour, and feel more comfortable in new settings. Birth order in family is very important in determining the child's personality and child's achievement level. The children learn ways of handling with situations and new people from the environment and their family members (Forer & Still, 1976).

Child development is a dynamic process in which it is extremely difficult to separate physical and psychosocial factors, except in conceptual terms. In these terms, psycho-social development refers to the cognitive, social and emotional development of the young child which results from the continuous interplay between the growing child and the changing environment. Memory, attention, reasoning, language and emotion as well as the general ability to interact with one's physical and social environment depend on the biological maturation of the central nervous system and the brain. A minimum level of physical well-being is therefore a pre-condition for the mental processes to function. On the other hand, psychological stress can cause physical distress and adversely affect the health and physical growth of the child (Hill & Craft, 2003).

Parents' communication with schools and parental involvement are also influenced by school characteristics. Schools play a strong role in determining the level and nature of parental involvement. Critical factors include teachers' beliefs about parents' role in the classroom and their responsibility to provide involvement opportunities to parents. Schools can help parents become involved by offering a range of options for engagement. Supporting parental involvement requires knowledge by teachers on how to involve parents, as well as leadership and support from the school administration (Feuerstein, 2001).

Kerbow & Bernhardt, (1993) noted that some schools seem to have more ability than others to promote parent involvement. Schools can help parents decide to be involved by offering a range of options for interactions that take parental needs into account. Invitations to parents to be involved convey to parents that their involvement is welcome and valued and provide motivation to be involved. Important invitations come from three sources: the School, teachers, and children themselves.

A school climate that conveys to parents that they are welcome in the School is essential. Parents can also be kept well-informed about their children's learning. The school staff can show respect for parental concerns and suggestions. Such a school climate sets a strong foundation for involvement. Invitations from the teacher build personal trust that is the basis for creating a partnership around children's learning at home and at School. Invitations from children for help with their learning can also prompt involvement. This is consistent with developmental research that children's behaviours can influence parents' socialisation practices (Hoover-Dempsey et al., 2005).

### **Statement of the Problem**

This research was being conducted to find the impact of parental involvement on achievement score of students at elementary level.

The selected variables for the study are given below:

1. Gender of Students
2. Father's qualifications
3. Father's profession

4. Mother's qualification
5. Public School

### **Objectives**

Objectives of the study were

1. To find out the impact of parental involvement on achievement score of students at elementary level.
2. To find out the impact of fathers' qualification on the achievement score of students at elementary level.
3. To find out the impact of mothers' qualification on the achievement score of students at elementary level.
4. To find out the impact of fathers' profession on the achievement score of students at elementary level.

### **Research Questions**

1. What is the impact of parental involvement on gender of students overall achievement score (Elementary result)
2. What is the impact of fathers' qualification on the score (Elementary result) of students
3. What is the impact of mothers' qualification on the score (Elementary result) of students
4. What is the impact of fathers' profession on the achievement score (Elementary result) student
5. What is the impact of institution government on the achievement score (Elementary result) of student

### **Significance of study**

This study will be helpful to understand the impact of parental involvement on achievement score of students at elementary level. This research was providing a great source for further studies. It will be an addition to the existing board of knowledge and it provides guidance for further study. The results of this research were being very helpful for parents in bringing up their children. This research will be very helpful for parents to develop balanced personalities of their children and enhance their achievement score. It will also be helpful for teachers to understand the psychological needs of their students and get the good output. It will also be helpful in taking decisions and assigning duties to students. Functional definitions of variables

### **Parental involvement**

Parental involvement refers to the amount of participation a parent has when it comes to schooling and her child's life. Some schools foster healthy parental involvement through events and volunteer opportunities, but sometimes it's up to the parents to involve themselves with their children's education.

### **Achievement:**

Achievement, also sometimes known as a trophy, badge, award, stamp, medal or challenge, is a meta-goal defined outside of a game's parameters.

### **Gender of child:**

Male child and female child.

### **Father's qualification:**

Below matriculation, F.A, B.A, M.A and any professional training.

### **Mother's qualification:**

Below matriculation, F.A, B.A, M.A and any professional training.

**School:** Public

## Review of literature

This part of the research reviews previous research regarding the study's variables; the literature will itself point to the impact of parental involvement on the achievement score of students at the elementary level.

### Parental Involvement in Student Achievement

Parental involvement may be different from culture to culture and society to society. Parental involvement may have different types, which have a differential influence on their children's academic performance. Parental expectations have a more significant impact on students' educational outcomes. Parental involvement may include helping children read, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their home, and providing coaching services for improving their learning in different subjects. The role of parental involvement in children's education has become a central issue in educational policy and research. Research findings support the existence of a positive relationship between parental involvement and academic success, especially in the secondary school years. However, current knowledge regarding the nature and magnitude of the effects of parental involvement in secondary education needs to be more consistent and limited in scope (Singh, et al., 2005).

Most existing research has investigated parental involvement in the primary and middle grades. More needs to be known about successful parental involvement in secondary School. The current project seeks to expand knowledge of the different parental practices in secondary education, as well as their effects on the academic success of secondary school students. Parents play a crucial role in both the home and school environments. In general, parental involvement is associated with children's higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behaviour, better social skills and adaptation to School, better attendance, and lower drop-out rates (Henderson & Mapp, 2002).

There are many reasons for developing school, family and community partnerships. They can improve school programs and school climate, provide family services and support, increase parents' skills and leadership, connect families with others in the School and the community, and help teachers with their work. However, the main reason for creating such partnerships is to help youngsters succeed in School and in later life (Epstein, 1995). Parental involvement is categorized into four broad strands; Parental involvement in children's school-based activities, Parental involvement in children's at-home-based activities, direct parental involvement in children's academic activities, and indirect parental involvement in children's academic activities. Parental involvement level indeed varies among parents. For example, the mother's parents of young children, educated or uneducated parents, the father's involvement, their economic status, family background, and social environment. It is observed that parental involvement with children from an early age has been found to equate with better outcomes, especially in building their personalities. Parents are primary guides to them; children try to copy them and consider them that they are always written so parents can shape their life as they can. Their involvement has a positive impact on children's academic achievement even when the background factor of, such as social class, and family size, has been taken into account (Deslorges & Abouchar, 2003).

Parental Involvement in Children's School-based Learning Activities Parental involvement may be essential in their children's school-based activities. These activities may involve contacts with teachers, checking the attendance of children in School, monitoring their activities in School, and checking their periodical academic progress reports. All these things might be beneficial in higher level academic

achievements of children. Parents become more concerned about the learning opportunities that secondary schools provide. Parents also crystallize their educational expectations as children move from the middle grades to the Secondary School. As students complete school education, parents become increasingly concerned about their teen's further education and the effects of secondary school programs on postsecondary opportunities (Catsambis & Garland, 1997).

There is a sizable body of research literature supporting the involvement of parents in educational settings and activities. Because the existing literature base on parent involvement is large and growing, we have presented only a summary of selected research findings and relevant literature to establish a framework underpinning the legitimacy of our investigation.

Christensen & Cleary (2007) suggest that parents' active involvement results in greater recognition of teachers' skills, better teacher evaluations from their principals, enhanced parental understanding of the inner workings of the School, and higher school ratings in effectiveness and program success. Additionally, in schools where student achievement was reported, Loucks (1992) found that parent involvement was a significant factor in both accelerated and sustained student academic performance.

Epstein (2005) defines parent involvement as families and communities who actively create a caring educational environment. She further asserts that parents who are involved with their children's education are those who consistently demonstrate good parenting skills, communicate with the school staff, volunteer their time in the School, help their children learn at home, take an active role in school-related decision making, and who regularly collaborate with the school community.

Sacker et al., (2002) set out to examine how inequalities in educational achievement and adjustment come about. It has been well known for decades that pupils' educational achievement is related to parents' social class yet the mechanisms that form this relationship are not well understood.

Henderson & Mapp, (2002) recommend that educators of male students from diverse backgrounds who are experiencing reading achievement difficulties explore the influence of parental involvement. Henderson and Mapp suggest that families significantly influence their children's achievement in School and life. Children from all cultural and economic backgrounds' achievement increased directly with the extent of parental involvement (Henderson et al., 2002). When parents talk to their children about School, expect them to do well, help them plan for college, and ensure that out-of-school activities are constructive; their children do better in school. When schools engage families in ways that are linked to improving learning, students make more significant gains. When schools build partnerships with families that respond to their concerns and honour their contributions, they are successful in sustaining connections that are aimed at improving student achievement. And when families and communities organize to hold poorly performing schools accountable, studies suggest that school districts make favourable policy, practice, and resource changes.

Hopkins (2001) contends that disengaged students will not do well in School because they cannot handle the multiple environments in which they must exist. Deficiencies in their reading abilities only exacerbate their inability to perform successfully in School and in their communities. Since their deficiencies were identified, most students have been exposed to a wide range of reading programs. Many of these remedial reading programs have served as "Band-Aids" if nothing more for the minority at-risk learner. Students' continued failure with reading programs has given them a sense of hopelessness and they view reading as an obstacle they cannot overcome. Therefore, the at-risk learner often views reading as a task to be avoided. The at-risk learner needs experiences with reading that have personal relevance and enhance their comprehension. Building low-achieving students' self-esteem, assisting, and motivating them are essential to improving performance.

Mattingly et al., (2002) conduct a comprehensive review of 41 studies and concluded that little evidence indicates parent involvement affects academic achievement. In a meta-analysis, Jeynes, (2003) concludes that parent involvement was statistically related to increased academic achievement for African-American students, but not other minority groups. In a second meta-analysis, Jeynes (2007) focused on urban secondary students and found that parent involvement was associated with increased achievement.

### Methodology

This chapter aims to describe the research design, population, selection of the sample, instruments used to collect data and procedure of the study.

### Population

The study population consisted of parents of students, teachers, and elementary level students who passed the elementary school exam 2022 of PEC.

### Sampling Technique

The researcher selected a School sample through cluster sampling to select Boys and Girls (parental involvement) from the selected schools of Faisalabad. Simple random sampling was be used for the parents of the students. At the first Province Punjab, was be selected from four provinces of Pakistan—second Dist. Faisalabad was be selected from 36 districts of provinces Punjab. The third city Faisalabad was be selected from the 36 districts of provinces Punjab Systematically. Due to a shortage of time and financial resources, it was not feasible for researcher to gather data from all the elementary schools of City Faisalabad. So the researcher applied cluster sampling technique to justify the study sample.

### Sample

The sample of this study consisted of 376 parents, teachers and 8th-grade students (307 male and students with parental involvement 69 female students with parental involvement).

### Administration of Tool

The researcher used two data collection instruments: a demographic sheet and 8th-class result cards. The demographic sheet is attached as Annexure 1.

### Data Collection

The researcher herself visited the School and filled the demographic sheets from the students. Copies of 8th class result cards were collected from the concerned schools' admission office with permission and the administration's cooperation.

### Data Analysis

Data were analyzed with SPSS software, and statistical analysis was made with the help of descriptive statistics. Description of the data was be done in the form of tables and phrases.

### Descriptive Part

**RQ-1:** What is the impact of parental involvement on the gender of student's overall achievement score (Elementary result)?

Table 4.2 Comparison of Gender of Firstborn Children concerning total marks in Matriculation

Gender	N	Mean	SD	Df	t-value
Boy	307	796.59	139.34	198	1.427
Girl	69	766.79	155.63	195.630	

Results of Table 4.2 explores that there is an insignificant difference between Boy (M=796.59SD=139.347) and Girl (M=766.79, SD=155.630),  $t_{1.427}$ . It is evident from the P-value (.155) that the results are insignificant. It means that the achievement level of girls and boys is similar with reference to the result of elementary in the Punjab Examination Commission (PEC). In other words, achievement levels of first boys and girls are almost equal.

**RQ-2:** What is the impact of fathers' qualification on students' score (Elementary result)?

Table 4.3 Mean Score of Student's result in Different Disciplines with reference to Fathers' Qualification

Marks of Students	Qualification of Fathers	N	M	SD
<b>Marks in Middle</b>				
	Middle	30	623.73	90.39
	Matriculation	54	652.18	119.45
	Intermediate	64	689.91	87.00
	Bachelors	75	811.84	112.76
	Masters	60	910.75	86.63
	Others	24	958.91	48.34
	Total	307	781.69	148.09
<b>Marks in Urdu</b>				
	Middle	30	90.07	13.70
	Matriculation	54	96.94	14.00
	Intermediate	64	99.09	12.06
	Bachelors	75	111.10	11.85
	Masters	60	118.83	7.15
	Others	24	121.82	8.75
	Total	376	107.52	15.04
<b>Marks in English</b>				
	Middle	30	78.73	18.66
	Matriculation	54	85.65	22.47
	Intermediate	64	94.56	16.60
	Bachelors	75	108.00	19.19
	Masters	60	118.96	15.12
	Others	24	125.45	11.27
	Total	376	103.31	22.90
<b>Marks in Math</b>				
	Middle	30	72.40	22.37
	Matriculation	54	85.53	22.05
	Intermediate	64	85.68	23.30
	Bachelors	75	108.78	23.62
	Masters	60	125.27	21.71
	Others	24	135.36	8.721
	Total	376	103.59	29.01
<b>Marks in Science</b>				
	Middle	30	86.40	15.81
	Matriculation	54	86.97	21.14
	Intermediate	64	84.21	18.142
	Bachelors	75	107.48	20.33
	Masters	60	124.00	14.90



	Others	24	133.27	9.339
	Total	376	103.84	24.67
<b>Marks in Islamiyat</b>				
	Middle	30	77.47	12.50
	Matriculation	54	82.56	20.99
	Intermediate	64	91.79	20.46
	Bachelors	75	109.33	21.27
	Masters	60	126.35	16.82
	Others	24	133.73	6.06
	Total	376	104.84	26.19
<b>Marks in Computer</b>				
	Middle	30	83.13	20.73
	Matriculation	54	84.15	19.90
	Intermediate	64	98.79	25.13
	Bachelors	75	109.24	20.15
	Masters	60	125.25	17.83
	Others	24	135.55	9.40
	Total	376	106.53	25.82

The mean Score of student's result as a whole and in various disciplines concerning their fathers' qualification is given in table 4.3. ANOVA was applied to find out the differences between different groups.

**RQ-3:** What is the impact of mothers' qualification on the score (Elementary result) of students?

Table 4.5 Mean Score of student's result in Different Disciplines concerning Mothers' Qualification

Marks of students	Mothers' Qualification	N	M	SD
<b>Marks in 8<sup>th</sup> Class</b>				
	Middle	65	652.46	96.61
	Matric	63	662.11	114.03
	Intermediate	82	787.90	111.92
	Bachelors	90	870.34	112.47
	Masters	52	914.65	102.11
	Others	24	813.00	176.78
	Total	376	781.69	148.09
<b>Marks in Urdu</b>				
	Middle	65	95.63	12.84
	Matric	63	96.73	14.04
	Intermediate	82	109.37	10.89
	Bachelors	90	115.22	11.84
	Masters	52	118.69	9.690
	Others	24	108.33	23.69
	Total	376	107.52	15.04
<b>Marks in English</b>				
	Middle	65	82.91	18.84
	Matric	63	87.59	20.37
	Intermediate	82	105.12	17.84
	Bachelors	90	117.10	16.59
	Masters	52	119.19	14.54
	Others	24	106.00	32.97
	Total	376	103.31	22.90



<b>Marks in math</b>				
	Middle	65	84.71	22.98
	Matric	63	80.19	19.77
	Intermediate	82	104.27	24.21
	Bachelors	90	118.95	24.72
	Masters	52	127.54	22.16
	Others	24	98.67	41.93
	Total	376	103.59	29.01
<b>Marks in Science</b>				
	Middle	65	87.20	18.06
	Matric	63	85.54	19.76
	Intermediate	82	101.68	22.30
	Bachelors	90	116.67	19.20
	Masters	52	126.00	18.66
	Others	24	113.00	27.73
	Total	376	103.84	24.67
<b>Marks in Pak Studies</b>				
	Middle	65	83.00	18.01
	Matric	63	86.46	23.97
	Intermediate	82	106.29	21.78
	Bachelors	90	118.86	20.73
	Masters	52	125.62	18.57
	Others	24	115.00	14.93
	Total	376	104.84	26.19
<b>Marks in Islamiyat</b>				
	Middle	65	88.49	16.50
	Matric	63	87.19	22.89
	Intermediate	82	109.17	26.08
	Bachelors	90	118.36	19.65
	Masters	52	126.12	20.73
	Others	24	121.00	13.00
	Total	376	106.53	25.82

The mean of firstborn children's elementary results as a whole and in various disciplines concerning their mothers' qualification is given in table 4.5. ANOVA was applied to find out the differences between different groups. Table 4.26 depicts that overall marks in 8th Class and in various subjects is a main source of variability in mother qualification (middle, 8th Class, intermediate, bachelors, masters and other professional qualification) It is determined that this difference is significant among mean score on marks in elementary  $F(5,194) = 33.85, p = .000$ , on marks in Urdu  $F(5,194) = 21.57, p = .000$ , on marks in English  $F(5,194) = 25.55, p = .000$ , on marks in mathematics  $F(5,194) = 22.45, p = .000$ , on marks in physics  $F(5,194) = 22.79, p = .000$ , on marks in chemistry  $F(5,194) = 24.03, p = .000$ , on marks in biology  $F(5,194) = 19.40, p = .000$ . Their scores are significantly different in all subjects from one another with regard to mothers' qualification.

**RQ-4:** What is the impact of fathers' profession on the achievement score (Elementary result) student?

Table 4.6 Comparison between business men's & job holder's children concerning Marks in English in the PEC examination

Profession of fathers	N	Mean	SD	Df	t-value
Business	154	100.50	23.32		

				98	-1.575*
Job	153	105.61	22.38		

Note.\* p < .05

Results of Table 4.17 shows that there is a significant difference between businessmen's children performance (M=100.50, SD=23.32) and job holder's children's performance (M=105.61, SD=22.38), t = -1.575. It is evident from the P-value (.017) that the results are significant. It means that there is a significant difference in achievement level in subject of English of business men's children and job holder's children concerning result of elementary in PEC.

**RQ-5:** What is the impact of the institution (government) on the achievement score (Elementary result) of students?

#### 4.7 Comparison between Govt. School Children concerning Marks in elementary level.

Institute	N	Mean	SD	Df	t-value
Government school	73	104.39	24.739	194.852	1.061*

Note.\* p < .05

Results of table 4.6 shows that there is a significant difference between Govt. school student's performance (M=104.39, SD=24.739), t = 1.061. It is evident from P-value (.02) that the results are significant. It means that there is a significant difference in achievement level in elementary level school students concerning result of elementary level in PEC.

#### Findings

- Results explore an insignificant difference between Boy (M=796.59SD=139.347) and Girl (M=766.79, SD=155.630), t1.427. It is evident from P-value (.155) that the results are insignificant. It means that the achievement level of girls and boys is similar with reference to the result of elementary in the Punjab Examination Commission (PEC). In other words achievement level of first boys and girls are almost equal.
- Results explore the Mean Score of student's result as a whole and in various disciplines with reference to their fathers' qualification are given in table 4.3. ANOVA was applied to find out the differences between different groups.
- Results explores that fathers' qualification (middle, 8th Class, intermediate, bachelors, masters and other professional qualification) is a main source of variability in overall marks in elementary and in various subjects. It is determined that this difference is significant among mean score on marks in elementary F (5,194) =48.67, p= .000, on marks in Urdu F (5,194) = 30.817, p= .000, on marks in English F (5,194) =24.97, p= .000, on marks in mathematics F (5,194) =29.108, p= .000, on marks in Physics F (5,194) =34.63, p=.000, on marks in Chemistry F (5,194) =36.82, p= .000, on marks in Biology F (5,194) =26.44, p= .000.Their scores are significantly different in all subjects from one another with regard to fathers' qualification.
- Results explore that Mean of firstborn children's elementary results as a whole and in various disciplines with reference to their mothers' qualification is given in table 4.5. ANOVA was applied to find out the differences between different groups. Table 4.26 depicts that overall marks in 8th Class and in various subjects is a main source of variability in mother qualification (middle, 8th Class, intermediate, bachelor, masters and other professional qualification) It is determined that this

difference is significant among mean score on marks in elementary F (5,194) =33.85,  $p = .000$ , on marks in Urdu F (5,194) = 21.57,  $p = .000$ , on marks in English F (5,194) =25.55,  $p = .000$ , on marks in mathematics F (5,194) =22.45,  $p = .000$ , on marks in physics F (5,194) =22.79,  $p = .000$ , on marks in chemistry F (5,194) =24.03,  $p = .000$ , on marks in biology F (5,194) =19.40,  $p = .000$ . Their scores are significantly different in all subjects from one another with regard to mothers' qualification.

- Results explore that there is a significant difference between businessmen's children performance (M=100.50, SD=23.32) and job holder's children performance (M=105.61, SD=22.38),  $t = -1.575$ . It is evident from P-value (.017) that the results are significant. It means that there is significant difference in achievement level in subject of English of business men's children and job holder's children with reference to result of elementary in PEC.
- Results show that there is a significant difference between school student's performance (M=108.28, SD=26.662) and govt. school students performance (M=104.39, SD=24.739),  $t = 1.061$ . It is evident from P-value (.02) that the results are significant. It means there is a significant difference in achievement level in elementary level. School students with reference to the result of elementary level in PEC.
- The result depicts that 56.0 per cent of the respondents were strongly agreed, 36.0 per cent of them agreed that Parent involvement is essential for a good student's achievement score, 4.0 per cent were undecided, whereas only 4.0 per cent disagreed.
- The result depicts that 20.0 per cent of the respondents were strongly agree, 44.0 per cent of them were agree that Most parents do not know how to help their children on schoolwork at home, 14.0 per cent were undecided, whereas only 4.0 per cent disagreed and 18.0 per cent of them strongly disagreed.
- The result depicts that a 36.0 per cent of the respondents were strongly agree, 60.0 per cent of them agreed that Parent involvement can help teachers be more effective with student's achievement score, 4.0 per cent were un decided.
- The result depicts that a 52.0 per cent of the respondents were strongly agree, 24.0 per cent of them agreed that Teachers need in-service education to implement effective parent involvement practices, 16.0 per cent were un decided, whereas only 8.0 per cent disagreed.
- The result depicts that a 44.0 per cent of the respondents were strongly agree, 48.0 per cent of them were agree that School has an active and effective parent organization (e.g., PTA or PTO), 4.0 per cent were undecided, whereas only 4.0 per cent were disagree.
- The result depicts that a 32.0 per cent of the respondents were strongly agree, 68.0 per cent of them agree that School has one of the best school climates for teacher's students and parents.
- The result depicts that a 28.0 per cent of the respondents were strongly agree, 48.0 per cent of them were agree that Teachers should like for time spent on parent involvement activities, 18.0 per cent were un decided, whereas only 4.0 per cent were disagree and 2.0 per cent of them were strongly disagree.
- The result depicts that a 44.0 per cent of the respondents were strongly agree, 20.0 per cent of them were agree that Teacher educational expectations and encouragement are influence on student's achievement score, 28.0 per cent were un decided, whereas only 4.0 per cent were disagree and 4.0 per cent of them were strongly disagree.
- The result depicts that a 52.0 per cent of the respondents were strongly agree, 32.0 per cent of them were agree that Mostly when I contact parents about problems or trouble, 4.0 per cent were un decided, whereas only 8.0 per cent were disagree and 4.0 per cent of them were strongly

disagree.

- The result depicts that a 56.0 per cent of the respondents were strongly agree, 36.0 per cent of them were agree that Parents of children at School want to be involved more than they are now at most grade levels, 8.0 per cent were un decided.
- The result depicts that a 26.0 per cent of the respondents were strongly agree, 70.0 per cent of them were agree that Parent involvement is important for student success in School, 4.0 per cent were disagree.
- The result depicts that a 54.0 per cent of the respondents were strongly agree, 42.0 per cent of them were agree that The community values education for all students, 2.0 per cent were un decided, whereas only 2.0 per cent were disagree.
- Table 9 depicts that a 28.0 per cent of the respondents were strongly agree, 30.0 per cent of them were agree that Teacher involvement does effect on student's achievement score, 16.0 per cent were un decided, whereas only 18.0 per cent were disagree and 8.0 per cent of them were strongly disagree.
- The result depicts that a 70.0 per cent of the respondents were strongly agree, 20.0 per cent of them were agree that Parents Check daily that homework is done, 10.0 per cent were un decided.
- The result depicts that a 81.0 per cent of the respondents were strongly agree, 17.0 per cent of them were agree that Parents Check daily that homework is done, 2.0 per cent were un decided.
- The result depicts that a 33.0 per cent of the respondents were strongly agree, 48.0 per cent of them were agree that Parents Check daily that homework is done, 17.0 per cent were un decided, whereas only 2.0 per cent were disagree.

### Conclusion

According to analysis of data, collected from the students of selected schools, following conclusions have been drawn.

- There is no significant difference in achievement level of girls and boys with reference to result of elementary level PEC result parental involvement. In other words achievement level of boys and girls is almost equal.
- Significant difference in achievement level in subject of Urdu of girls and boys with reference to result of elementary level PEC result was found. In other words achievement level of boys and girls in Urdu is not equal.
- Achievement level of boys and girls in science subject are almost equal according to results of this research. Significant difference between performances of students of Govt. schools was found. It means that there is much difference in achievement level of Govt. school students according to their results of elementary level PEC result.
- There is significant difference in achievement level in subject of Urdu of govt. school students. There is significant difference in achievement level in subject of English in Govt School. School students in elementary level PEC result.
- It is evident from the results of this research that there is significant difference in achievement level in subject of Math of govt. school students with reference to result of elementary level PEC result.
- It was also revealed by the study that there was significant relationship between parent's occupational status and academic performance of the students at elementary level PEC result.
- Results of this research show that there is a significant difference between business men's children performance and job holder's children performance.
- Achievement level in 8th Class of business men's children is lower as compared to job holder

fathers' children with reference to results of elementary level PEC result.

- The analysis and interpretation of data enabled a researcher to conclude that the majority of the students whose parents were well educated performed better in elementary level PEC result as compared to those students whose parents were less educated or illiterate.
- Results of this research showed that mean of first born children's 8th Class results as a whole and in various disciplines with reference to their fathers' qualification varies. It was found through this research that overall marks in 8th Class and in various subjects were highly influenced by level of fathers' qualification (middle, 8th Class, intermediate, bachelors, masters and other professional qualification). The scores of children are significantly different in all subjects from one another with regard to fathers' qualification.
- It was determined by the results of this research that this difference is significant particularly when level of fathers' qualification is graduation and above .As level of father's education increases academic achievement level of students also increases in 8th class. Particularly if level of fathers' qualification increases to graduation level and above achievement level of students remarkably differs from those children whom fathers' level of qualification is less than graduation.
- It is obvious from results of this research show that mean of first born children's 8th Class results as a whole and in various disciplines with reference to their mothers' qualification differ between different groups. Overall marks in 8th Class and in various subjects varies depend on mothers qualification (middle, 8th Class, intermediate, bachelors, masters and other professional qualification).
- It is determined that the difference is significant particularly when level of mothers' qualification is graduation and above. Their scores are significantly different in all subjects from one another with regard to mothers' qualification.
- As level of mother's education increases academic achievement level of students also increases in 8th class. Particularly if level of mothers' qualification increases to graduation level and above achievement level of students remarkably differs. These results shows Parents with more education are more involved in school activities. The role of the home and family environment in determining children's school success is very important and critical.

### **Recommendations**

In Pakistan, dynamic educational policy is needed at all levels of education. To meet the challenges of 21st century, qualified, skilled and trained human resources in all the areas of socioeconomic development are required. To achieve this goal a strong and sound foundation of primary and secondary education should be developed. To induct students in higher technical and professional education, secondary education should be improved.

- Partnerships tend to decline across the grades unless schools and teachers work to develop implement appropriate practices of partnership at each grade level;
- Affluent communities currently have more positive family involvement, on average, unless-schools and teachers in economically distressed communities work to build positive-partnerships with their students' families;
- Schools in more economically depressed communities make more contacts with families about-the problems and difficulties their children are having unless they work at developing balanced-programs that include contacts about positive accomplishments of students;
- Single parents, parents who are employed outside the home, parents who live far from the School, and fathers are less involved, on average, at the school building unless the school organizes-

opportunities for families to volunteer at various times and in various places to support the-school and their children;

- Just about all families care about their children, want them to succeed, and are eager to obtain-better information from schools and communities so as to remain good partners in their-children's education;
- Just about all teachers and administrators would like to involve families, but many do not know to go about building positive and productive programs and are consequently fearful about-trying. As a result, educators get stuck in a “rhetoric rut,” expressing support for partnerships-without taking any action; and
- Just about all students at all levels-elementary, middle, and high school-want their families to be-more knowledgeable partners about schooling and are willing to take active roles in assisting-communications between home and School. However, students need much better informational guidance than most now receive about how their schools view partnerships and about how they can conduct important exchanges with their families about school activities, homework, and school decisions.

### Recommendations for Further Research

Due to limited resources and time the present study was carried out only in Faisalabad District of Punjab Province. Future studies can be conducted in other parts of the country by drawing samples from other districts

- More research can be carried out to analyse the reasons of low academic performance of government school student and recommend remedial measures.
- This research is carried out at elementary level only. Therefore, it is suggested that this kind of research should be carried out at all levels i.e., from primary College and university level.

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