

An Empirical Study on the Role of Parents in Academic Achievement of Children in Private Schools of Karachi

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Abstract: This study examines the parental involvement in the academic achievement of the children in Old Golimar, Karachi. The factors included in the study were parental involvement which is measured with; communicating of parents, decision making of parents, friendly behavior of parents, qualification of parents, parents' schools' association, parent child interaction, parent teachers' meetings, to understand the children, solving children problems, helping the children in school works and academic achievement which is measured with; response of children, potential of children, hesitation of children, outcome of children, academic performance, good marks, participation in activities, school work completion, good attendance, being active in class, understanding the lecture and over all factors of parental involvement in the academic performances of the children in Old Golimar, Karachi. After getting the list of total enrollments of schools then the researcher used Raosoft sample size calculator, and got the sample of 165 out of total population, which was 714. Proportionate stratified sampling technique was used and data collected through a structured questionnaire. The results and findings of the whole research show that there is a significant relationship between the parental involvement and the academic achievement of the children.

Keywords: Parental Involvement, Academic performance, parenting, communicating, Decision making, Parents-teachers association, homework help.

INTRODUCTION

Education is the most important aspect which performs a leading role in human resource development. It promotes productive and informed populace. It also opens venues of possibilities for the socially and economically deprived segments of society. Teaching, training, research and development are the main sources of the learning process through which knowledge, skills, and experiences are transferred from one generation to the next generation stressed by the educational philosophy and said to be the ultimate replication of the socioeconomic development of the country (Economic survey of Pakistan 2015). However, parents are considered to have the standout role in shaping the children's growth and development. And parenting practices provides a family socialization environment in which parents achieve their goals and transfer values to their children. According to the researcher's child fostering practices vary from culture to culture, society to society, socio-economic status, nature and type of family, parents' personality, ordinal position, age and the gender of the child (Nizamuddin 1984; Nizamuddin 1992). The significant role of parents proceeds and has been recognized by the teachers and parents that they are crucial for the whole development of the personality and career of their children. Gonzalez- Pienda, *et al.*

(2002) indicated that without the parental support of children, it is very much complicated for the teachers to contrive academic experiences to assist students to acquire meaningful content (p.281). The learning process which takes place in the home setting is obviously or consciously is often in an informal way. Thus, in the early lives of the children parents teach and train the fundamental skills, attitudes, and values necessary for day-to-day living (UNESCO 1992). The informal knowledge given by parents to their children is specific and to a certain degree, specialized, i.e. to empower the children to deal successfully with the requirements of the homes and the community with the immediate confinement (Chohan and Khan 2010).

Furthermore, the conceptual understanding of the study according to Ogunkola (2008) defined parental involvement as a determinant of attitude towards learning, contribution to children's activities and promoting school-based activities. Kaggwa (2003) defined academic performance as the quality and quantity of knowledge, skills, techniques and positive attitudes, behaviors, and philosophy that students achieve. This achievement is assessed by the mark or grade that students achieve in tests or examinations completed at the end of the topic, term or year or education cycle.

In addition, Parents have noteworthy imprints on the income, health and general living standards of their children this goes even to the genes as well as inheritance. In this fast moving and cutting edge era of

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the world, education being the first step for every human activity plays a dynamic role in the human capital development and is connected with an individual's well-being and opportunities for better living (Ermisch 2003; Battle and Lewis 2002). In addition to the social structure, parents' involvement increases the rate of academic success of their child education (Furstenberg and Hughes 1995). It is widely believed by the research scholars and educationists that school going children spend their 70% of time out of the schools either in their households or playing sessions. So, it is strongly urged that parents' involvement in direct working with their children in learning process activities at home plays a significant role and affects their lives. Besides, the main points of parental involvement in their children education are considered to be as; the beliefs of the parents that what is important, necessary and permissible for them to do with and on behalf of their children; the parents believe that they can have a positive influence on their children's education to a great extent; and the perception which parents have is that the children and school want them to be involved.

However, Epstein (1997) identified six types of involvement based on the relationships between the families, school, and community. Communicating, volunteering, learning at home, decision-making, and collaborating with the community are the skills of parenting. In order to have a successful and prosperous partnership between the home and the school these six types of involvement are obviously needed as Epstein states (Khajehpour and Ghazvini 2011). Indeed, the parents' involvement ought to play the role of watchdog in the lives of their children like, establish a daily family routine, monitor out-of-school activities, model the value of learning, self-discipline, and hard work, express high but realistic expectations for achievement, encourage children's development/progress in school, encourage reading, writing, and discussions among family members.

LITERATURE REVIEW

Chaudhry *et al.* (2015) founded that mostly parents took care of their children academic activities which increased their achievements in schools. Children need extra care in their elementary level education for the better understanding and sharpening their lifestyles. If students get good scores in their exams and follow good morale than the credit goes to parents and teachers, especially the mother who is the first teacher of the child. Student learning activities such as reading

or listening to the work of the school and helping the children in studying give good result of achievement. The parent's involvement also shapes the behavior of children and understand dealing with teachers and fellows. The communication of parents and teachers should be strong and close in order to improve the children performance. Kordestani (2014) have found that Iranian parents were more involved in their daughters' education rather than sons. And the parents who have attended school meetings, or conferences and interacted with school programs their children had higher levels of achievement at school. And such children did better school activities because of their parents' involvement. Indeed, a Positive relationship between cognitive-behavioral involvement and academic performance had been explored throughout the research. However, maternal personal, maternal rational behavioral and maternal stimulus immersion in females were higher than boys. And Maternal involvement, maternal behavior, personal, cognitive behavior and the cognitive stimulus had a significant relationship with academic achievement. Khajehpour and Ghazvini (2011) have concluded that the parents who adopt skills like cognitive growth and achievement motivation while others can acquire these skills easily and the schools and administrators which draw the attention of parents towards their children education had positive academic outcomes of children. Further researchers used multiple measures to check parental involvement, like volunteering, home involvement, attending parent classes, etc. However, parental involvement is considered very important element in children's education which increases and raises the academic performance of the children. Moreover, the parents who went to class or involved in home-type involvement (such as checking child's programming, talking with child at home about classroom, lessons and friend topics, or engaging in educational activities outside of school etc.) had the better result in academic performance. McNeal (2014) has found that Some forms of parent involvement, specifically parent-child discussion largely affects on student attitudes, behaviors, and achievement as compared to others. The intensity of parent involvement leaves behind parents' involvement influence on the achievement of children through the attitudinal and behavioral measures. Indeed, the indirect influences of the children discussion, involvement, monitoring's cumulative effect on grade achievement are greater than direct effects measures. Those parents which are used reactively who are not engaged proactively indicted negative relationship between educational

support policies and students' attitudes, behavior, and achievement. The direct interruption of parents in school had negative impacts on children and children faces many difficulties and cannot fulfill the expectations. Even generally perceived that it enhances the performance of children but the correct strategy is to create a better understanding of the timing of parent involvement. Simply, Parent-child involvement consistently has a greater effect on student attitudes, behaviors, and achievement than does parent-school involvement. And Without exception, parent-child discussion consistently has the strongest effect on student attitudes, behaviors, and achievement. The Indirect effects of parent-child and parent-school involvement constantly are greater than their corresponding direct effects.

Ghazi *et al.* (2010) have found that Parents mostly discussed significance of education and educational affairs and praises and appreciation with their children at home which triggers them toward academic motivation. And, Parents tried to avoid children from social evils and from family financial ups and downs so that they may not be confused with these issues. Moreover, parents ensured balanced diet and proper health care of children which was a positive aspect for children academic motivation. It was observed that Children were helped and encouraged in their homework and in co-curricular activities and even were gifted cash prizes or even a cruise of favorite and desirable places on better academic achievement to the children showed better academic achievement. While some parents did not help children in education and daily life needs, like tuition was not arranged in need and other needs and even were kept in family enmity showed a negative academic performance. Shah and Anwar (2014) have explored that parents' education and immersion plays an important and significant role in the academic achievement in the life of children. Because children take the parents as their ideal and role model. Parents who take the responsibility of their children betterment are the first and the foremost teachers and guide for the children. The education of parents is an important factor which affects their children life in all aspects. Educated mothers and fathers are well-known to the academic strengths and weaknesses of their children. The supervision of children performance from the very early life of children leaves out a great effect on the achievement of children education. The parents who discussed children about studies, attend their school meetings and appreciate them for good performance

has the highly significant impact on children. The most important thing is that parents instruct their children and polish their potentials for the better quality and performance. Indeed, parental involvement leads the children academic performance positively and better result.

Rafique *et al.* (2013) have revealed that parents' consultation with teachers a prime factor in children's academic activities which enhances their performances. In the case of doing homework, the parents advised to their children to complete their homework in a due course of time. Thus, 86.7% of the parents of the respondents advised their children to complete their assignments whereas only (13.3%) of them did not. A significant majority (78.7%) parents of the respondents were interested in arranging tuition for their children whereas (21.3%) of them did not take interest in arranging tuition for additional coaching of their children. Data was evident that parents of almost all respondents (99.3%) monitored the regular attendance of the children in schools. While 62.7% parents of the respondents remained in contacts with teachers of their children for checking the attendance of their children. Parents of an overwhelming majority (73.3%) respondents inquired about teaching methods of teachers. And 55.3% parents of the respondents remained in contacts with teachers when their children did not complete their homework. It turns out to be of great worth, when parents encourage their children for better performance in their academic achievements. 86% of the respondents' parents encouraged their children on their good academic performances which according to them worked in favor of the desire of the parents. Thus, it is proved that parental immersion enhanced the children academic performances. Tokac and Ercan (2012) found that parent cooperation with students and schools significantly affects on their achievements and also differs across the schools as well. Parental involvement is the most important factor for the students' achievement in schools' programs. Thus, schools might have provided the smooth environment to welcome and value the participation of parents and families of students in schools' program. Further, researchers have found that an inevitable factor in the engagement of children learning and providing a clear approach to children is the involvement of parents in their academic activities. This involvement needs a good understanding of parents' communication with schools and cooperation of parents with the schools. Schools might provide a healthy environment to students, parents, and teachers

at the very beginning of the years of academic activities in order to set up goals which help to motivate students and deliver a better result in academic activities. Thus, the supportive connection and network among parents and schools facilitate the students for the effective and fruitful achievements in the academies or schools. According to Topor *et al.* (2010) increased parent involvement, as the teacher's perception of the positive attitude parents have toward their child's education, teacher, and school, was significantly related to increased academic performance. And it was found that child's intelligence was also related significantly to the parents' involvement in academic performances. Further, it was found that increased parent involvement also increases the perception of cognitive competence of child and quality of the student-teacher relationship. Findings also demonstrated that increased perceived cognitive competence was related to higher achievement test scores and that the quality of the student-teacher relationship was significantly related to the child's academic performance, measured by both standardized achievement test scores and the child's classroom academic performance. Chohan and Khan (2010) have found parental support affected the academic achievement and as well as on the development of self-concept on children which develops through a process of family support and establish a better academic status and positive self-concept which leads to maturation of children and their career. Moreover, parental support in doing homework, success or failure in an examination and other academic activities was strongly related to the academic performance of the students. 50% of students had support from parents and also gets tuition after schools. While the elders help them by the assurance of parents. 40% of students' parents believe that was only responsibility of school and they don't support their children in academic performances. According to Gordon and Breivogel (1967) The type of parent immersion explored by the researchers which included telephone and written home-school communication, joining school functions, parents serving as classroom volunteers, homework assistances, tutoring, home educational enrichment and parent involvement in decision making and other aspects of school activities which helps in strengthening activities like the assessment of academic needs, monitoring and checking to make sure child's homework is done. The parent reads with child, provides exposure to literacy materials and conversation about books. While there is proof of the effectiveness of parents' involvement, where has been

less concentration in understanding the channel, which affected the children development.

OBJECTIVES OF THE STUDY

Whenever, a sociologist conducts any research or survey, the objective needs to be set in order to precise the study so; the main objectives of the study are outlined below:

- To find out the parental involvement in the academic achievement of the children.
- To explore the various factors of the parental involvement in the academic performances of the children.
- To provide effective measures in order to reduce the negligent behaviour of the parents in the academic achievement of the children.

RESEARCH METHODOLOGY

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. The universe for the present study was selected private Schools of Old Golimar Karachi and the target population were secondary level enrolled students of private schools in old Golimar, Karachi. Hence, the researcher got the total enrollment of secondary level students from the schools' administration. 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 to the schools. And the tool for the data collection was a questionnaire containing 43 questions those were open-ended, close-ended and matrix questions. After the data collection, the data were analyzed statistically through the test of chi square test of independent.

FINDINGS OF THE SAMPLE TABLES

The univariate table findings show that 6.7% of the respondents age group was 10-12 years old, 52.1% of the respondents age group was 13-15 years old. 38.8% of the respondents ages were 16-18 years old and 2.4% of the respondents were 19 years or above. Majority of the respondents i.e. 54.5% were male and

45.5% of the respondents were female. Majority of the respondents' fathers i.e. 40.6% were matric pass, while most of their mothers as 42.4% mothers were illiterate. And 36.4% of respondents had 5 or more siblings and 53.3% of respondents' 1-2 siblings were studying at the moment. 22.4% of the respondents' fathers were having government. 33.3% of respondents' fathers were having private jobs, while 10.3% of respondents' fathers were having their own business and 33.9% of respondents' fathers were other kind of jobs like plumber, driver, and labor or out of country working. Majority of the respondents i.e. 38.2% monthly family income was 10000-18000 rupees. In addition to this, majority of the respondents i.e. 53.3% achieved A Grade in their previous class, while 39.4% of the respondents achieved B Grade in their previous class and 7.3% of respondents achieved C Grade in their previous class.

However, 41.8% of the respondents' fathers' involvement in their academic performances were high, while 43.0% of the respondents' fathers' involvement in their academic performances were moderate and 15.2% of the respondents' fathers' involvement in their academic performances were low. Moreover, 47.3% of the students strongly agreed that their parents quickly understand their children's problems, 46.1% of the respondents strongly agreed that their parents engaged them with their study while 29.7% of the respondents were neutral that their parents encouragement effect their programs in school and 41.8% of the respondents strongly agreed that their parents solve their problem immediately when they face in their study or school. 32.7% of the respondents strongly agreed that their parents pressurize them to enhance their academic achievement, 21.2% of the respondents strongly disagreed that their parents and teachers are well associated and Majority of the respondents i.e. 40.0% strongly disagreed that their parents had some enforce rules for them. 35.8% of the respondents strongly agreed that their parents always tried to engage them with positive activities, 38.2% of the respondents were neutral that their parents always help them in their assignments and quizzes, while 41.8% of the respondents strongly agreed that their parents were conscious about their study and 33.3% of the respondents agreed that their parents always ask them about their class activities. 27.9% of the respondents strongly agreed that their parents had parents- teacher meetings, 35.2% of the respondents agreed that their parents are realistic with them and 21.8% of the respondents were neutral that their

parents always kept an eye on their study. 35.8% of the respondents strongly agreed that their parents always helped them to do well in their school. 35.2% of the respondents' level of academic performance was high, while 38.8% of the respondents' level of academic performance was moderate and 26.1% of the respondents' level of academic performance was low.

Furthermore, 31.5% of the respondents strongly agreed that they get good marks in tests, 13.9% of the respondents disagreed that they have good attendance at their school, and 33.9% of the respondents strongly agreed that they submit their assignments/homework's on time while 23.6% of the respondents agreed that they understand their teachers lectures .28.5% of the respondents were neutral that they could easily solve their problems which they faced at schools, while 33.3% of the respondents agreed that they could easily answer their teachers. Majority of the respondents i.e. 61.2% participated in extracurricular activities of schools, 17.6% of the respondents participated in speech and debates competitions of school. 33.9% of the respondents participated in games, while 13.3% of the respondents participated in art or writing competitions and 35.2% of the respondents participated in other kinds of competitions like quizzes programs, singing, dancing etc. in schools. 34.5% of the respondents scored first position in their class. Majority of the respondents i.e. 73.9% told that they share their problems with their parents. Besides, majority of the respondents i.e. 43.6% told that they are very friendly with their parents. Majority of the respondents i.e. 55.8% told that their parents taunt them on school issues, 44.2% of the respondents gets help from their mothers on their school assignments, Majority of the respondents i.e. 61.2% told that their parents decide with them on their school activities Majority of the respondents i.e. 80.6% told their parents provide them educational equipment's when they need, while 10.9% of the respondents told their parents do not provide them educational material/equipment's when they need and 8.5% of the respondents told their parents sometimes provide them educational material/equipment's when they need.

CONCLUSION AND DISCUSSION

Table 1 shows that there is relationship between the parental involvement and academic achievement of children. As the calculated value of chi-square which is 7.37 is greater than its table value which is 5.991 with degree of freedom 2 and level of significance is 0.05. So, the null hypothesis is rejected and alternate

Table 1: Contingency Table is Showing Relationship between Parental Involvement and Academic Performance

Level of Academic Performance	Level of Parental Involvement			Total
	High	Moderate	Low	
High	54(51.0)	55(52.5)	13(18.5)	122
Moderate/Low	15(18.0)	16(18.5)	12(6.5)	43
Total	69	71	25	165

Pearson's chi-square = 7.37, C of V= 0.20.

hypothesis is accepted. It means that the relationship exists between the parental involvement and academic achievement. And 0.20 coefficient of Variance shows that the parental involvement and academic achievement has weak relationship.

Table 2 shows that there is relationship between the communication of parents and the response of children in school. As the calculated value of chi-square which is 48.2 is greater than its table value which is 9.488 with degree of freedom 4 and level of significance is 0.05. So, the null hypothesis is rejected and alternate hypothesis is accepted. It means that the relationship exists between the communicating of parents and the response of children in school. And 0.47coefficient of Variance shows that the communicating of parents and

the response of children in school has moderate relationship.

Table 3 shows that there is relationship between the level of decision making of parents and level of potential of children. As the calculated value of chi-square which is 15.1 is greater than its table value which is 12.592 with degree of freedom 6 and level of significance is 0.05. So, the null hypothesis is rejected and alternate hypothesis is accepted. It means that the relationship exists between the decision making of parents and the potential of children. And 0.29 coefficient of Variance shows that the decision making of parents and the potential of children has weak relationship.

Table 2: Contingency Table is Showing Relationship between Communicating of Parents and Response of Children

Children Response	Parents Communication			Total
	Disagree	Neutral	Agree	
Disagree	27(14.5)	7(8.45)	11(22.1)	45
Neutral	7(9.96)	15(5.82)	9(15.2)	31
Agree	19(28.6)	9(16.7)	61(43.7)	89
Total	53	31	81	165

Pearson's chi-square = 48.2, C of V=0.47.

Table 3: Contingency Table is Showing Relationship between Decision Making of Parents and Potentials of Children

Potentials of Children	Decision Making of Parents			Total
	Yes	No	Sometimes	
First	45 (34.9)	7 (13.5)	5 (8.64)	57
Second	22 (26.9)	16 (10.4)	6 (6.67)	44
Third	18 (21.4)	8 (8.27)	9 (5.30)	35
Other	16 (17.8)	8 (6.85)	5 (4.39)	29
Total	101	39	25	165

Pearson's chi-square = 15.1, C of V= 0.29.

Table 4: Contingency Table is Showing Relationship between Friendly Behaviour of Parents and Hesitation of Children

Hesitation of children	Friendly behaviour of parents		Total
	A lot	Less	
Disagree	11(14.8)	23(19.2)	34
Neutral	16(14.0)	16(18.0)	32
Agree	45(43.2)	54(55.8)	99
Total	72	93	165

Pearson's Chi-square = 2.42, C of V=0.12.

Table 4 shows that there is relationship between the friendly behaviour of parents and hesitation of children. As the calculated value of chi-square which is 2.42 is lesser than its table value which is 5.991 with degree of freedom 2 and level of significance is 0.05. So, null hypothesis is accepted and alternate hypothesis is rejected, therefore relationship does not exist between the friendly behaviour of parents and the hesitation of children. And 0.12 coefficient of variance shows very weak relationship between the friendly behaviour of parents and hesitation of children.

Table 5 shows that there is relationship between the qualification of parents and academic outcome of children. As the calculated value of chi-square which is 3.03 is lesser than its table value which is 9.488 with degree of freedom 4 and level of significance is 0.05.

So, null hypothesis is accepted and alternate hypothesis is rejected, therefore relationship does not exist between the qualification of parents and the academic outcome of children. And 0.13 coefficient of variance shows very weak relationship between the qualification of parents and academic outcome of children.

Table 6 shows that there is no relationship between the parents' schools' association and response of children at school. As the calculated value of chi-square which is 42.4 is greater than its table value which is 9.488 with degree of freedom 4 and level of significance is 0.05. So, the null hypothesis is rejected and alternate hypothesis is accepted. It means that the relationship exists between the parents-school association and the response of children in school. And

Table 5: Contingency Table is Showing Relationship between Qualification of Parents and Academic Outcome of Children

Qualification of Parents	Academic Outcome of Children		Total
	A Grad	B Grad	
Illiterate	25(21.9)	16(19.1)	41
Matric	31(35.7)	36(31.3)	67
Intermediate	21(18.7)	14(16.3)	35
Graduation	6(6.4)	6(5.6)	12
Any Other	5(5.3)	5(4.7)	10
Total	88	77	165

Pearson's chi square= 3.03, C of V=0.13.

Table 6: Contingency Table is Showing Relationship between Parents' School Association and Response of Children

Children response	Parents school association			Total
	Disagree	Neutral	Agree	
Disagree	15(9.48)	5(7.83)	14(16.7)	34
Neutral	7(8.92)	20(7.37)	5(15.7)	32
Agree	24(27.6)	13(22.8)	62(48.6)	99
Total	46	38	81	165

Pearson's chi-square = 42.4C of V= 0.45.

Table 7: Contingency Table is Showing Relationship between Parent Child Interaction and Academic Performance

Academic Performance	Parent Child Interaction					Total
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
High	15 (17.0)	8 (11.1)	18 (19.2)	40 (40.7)	41 (34.0)	122
Moderate/Low	8 (5.99)	7 (3.91)	8 (6.78)	15 (14.3)	5 (12.0)	43
Total	23	15	26	55	46	165

Pearson's chi-square = 10.1, C of V = 0.24.

0.45 coefficient of variance shows that the parents-school association and the response of children in school have moderate relationships.

Table 7 shows that there is no relationship between the parent child interaction and the academic performance of children. As the calculated value of chi-square which is 10.1 is greater than its table value which is 9.488 with degree of freedom 4 and level of significance is 0.05. So, the null hypothesis is rejected and alternate hypothesis is accepted. It means that the relationship exists between the parents-child interaction and the academic performance of children. And 0.24 Co-efficient of variance shows that the parents-child interaction and the academic performance of children have weak relationship.

Thus, the researcher would utter that parental involvement plays a significant role in the academic achievement of the children. The researcher found that the communication of parents with teachers had a significant relationship with the positive response of the children in schools. Besides, the parents' qualification also affects the outcome of the children and the friendly behavior of the parents with their children also produces positive self-development in the children which provides inner self confidence to the children. Furthermore, it is broadly observed that parents' schools' association or meetings bring out positive development in the children. The decision-making process of the parents regarding the schooling of their children and involvement of the children in such process marks off a great deal of potentials and better academic performances of the children. Indeed, the parents-school communication, attending school functions, parents serving as classroom volunteers, homework assistances, tutoring, home educational enrichment and parent involvement in decision making and other aspects of school activities like assessment of academic needs, monitoring and checking to make sure child's homework is done, parent reads with child,

provides exposure to literacy materials and conversation about books gives out a positive outcome in the academic achievement of the children.

RECOMMENDATIONS

- Elaborated campaigns and vocational trainings must be put in place by the District Educational Officer, which can encourage parents to fully participate in the academic affairs of their children.
- Head teachers, Board of governors should clearly state and explain to parents about the necessity of teaching and learning materials to boost the students' academic performance.
- Proper tuition should be arranged for children and they should also be helped in their homework by their parents/family members for their better academic performance and as well as they should also be encouraged for participation in co-curricular activities in the school.
- Instead of physical punishment, positive reinforcement sources like gifts, prizes and the cruise to take them to desirable/favourite places (relatives, friends, historical, parks etc.) should be practiced to motivate children towards their education.
- Children should be assisted in daily life needs (textbooks, exercise books, pens, pencils, satchels etc.) by their parents.
- Government may also provide educational and instructional materials to the poor children to decrease the pressure of educational expenses on poor families.
- Parents should be avoided to involve their children in their family/social enmity.

- NGOs should take steps to bring awareness in the community about the importance of parents' involvement in their children education.
- Electronic and Print media should play their role in the regard in order to bring awareness about the importance of parents' involvement in their children education.

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