

## **Effect of Parents Participation in Students' Academic Performance**

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### **Abstract**

*The Study targeted to find out the effect of parents' participation in students' academic performance. All Govt. High Schools of Faisalabad District were the population of this study. There are total 429 (206 boys and 223 girls) high schools in Faisalabad district in which total 99,707 (55,398 boys and 44,309 girls) students were enrolled and 4,058 Secondary School Teachers are working. Total 32 institutions having 16 boys and 16 girl's institutes were designated for this study. The 9<sup>th</sup> class students and compulsory subject teachers were respondents of this study in which 320 students and 64 teachers were nominated for sample of the study. The data was collected in this study through quantitative research design. The study sample was selected through stratified random sampling technique. Elements analysis used to the replies of learners and teachers in which 4 elements extracted that are parents' education, socio economic status of parents, parents' behavior and parent-teacher communicqué. The results of this research study explained that the learning achievement of learners is absolutely effected through parents' participation. At last, the applications of this study motivate more participation of parents and suggestions for further study.*

**KeyWords:** Parents participation, parents' education, parents' socio economic status, parents' behavior, parent-teacher communications

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## **Introduction**

The main function of educational institutions is to give opportunities to the learners. Educational institutions are blocks but parents are fundamental basis in learning education (Lasky, 2011). As parents primarily participate in education, they help their kids in doing well in educational institutions (King, 2012). Participation of parents in educational institute can be illustrated in several methods, such as presence in institutional activities, parent-teacher meetings and healthy actions (Herlickson, 2009).

Parents who contribute in their children's learning at schools can help a better productivity in their children. The study suggests that students whose parents contributed in their education have productive school conducts for example improved roll calls, grades and high developed commencement in their educational activities (Henderson and Mapp Annual Synthesis, 2002). Students doing well at school according to their parents prospects whose parents are participated in their education (Jeynes, 2010). The parents who are forcefully participated in their children's education and who are confident to the significance of learning, those kids who enhanced their institutional concert as well as those who respect for learning, were developed (Wilson, 2009). As parents and educators work jointly to help their children in learning, students develop thoughtfulness in education and to their personality (Epstein, 2009).

## **Literature Review**

Usually parents and teachers are two main instructors in children's life. Participation of parents does not merely mean their control on the children's education and helps them in domestic environment. During the children's school life, parent's participation is an important part predominantly at middle and primary levels (Bogar, 2014). According to the thinking of professionals, parents' participation can affect the students' learning, performance, communication and social abilities and fundamental understanding of life (Hill, 2004).

Parents who have high socio-economic status commonly have additional attainment in the preparation of their kids for learning as they characteristically have access to a wide collection of means to support and encourage status regularly lack the financial, social and learning supports (G.R. Memon, 2010). Weak resources could not support and encourage the students' groom and school readiness. Parents have constant interest in the education of students. On the other hand, what builds a few parents assorted is their ability to leave from implicit and expected traditions of parents responsibilities for benefits of the children (Sreekanth, 2010).

Children's educational achievement is unsure owing to less contribution of parents participation (Flynn, 2007). Several tasks of division were there among

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people and educational institutions. The duty of educational institutions was to explained educational matters and duties of families to provide moral, civilized and religious learning. The result of this partition was the plan, that a person as well as institutional correlation was sequential rather than combine. Students families are taught to fundamental skills, social traditions and civilized features whereas educational institutions give them approved learning (Taylor, 2004).

Students' parents and teachers have several remarks on parents' participation in learning. Since elements of the community, parents of students had to be partial towards society centric and focus on conservations with their children (Lawson, 2003). The students are more anticipated to comprehend the importance of educational institution, diligent, serving others, meaningful communications between families, schools and communities (Epstein, 2009). There are a lot of the successful programs and observations where motivation should be focused on students learning (Henderson, 2002).

### **Research Objectives**

The general purpose of this research was to analyze the effectiveness of parents' participation on students' performance in high schools in Faisalabad. Particularly, this research in tends to:

1. To explore the effectiveness of parents' participation on students' academic performance.
2. To examine the correlation between parents' participation and students' academic performance.

### **Research Questions**

1. What is the effectiveness of parents' participation on students' academic performance?
2. What is the correlation between parents' participation and students' academic performance?

### **Research Methodology**

The purpose of this research was to conclude the impacts of involvement of students' parents on their learning performance. The quantitative research design used in this research, which engaged survey questionnaire. The purpose of the quantitative research design abides the correlation between a dependent or product variable and an independent variable of the nominated population (Hopkins, 2000). This research was consisted of all Govt. boys and girls high schools of district Faisalabad. There are total 429 (206 boys and 223 girls) high schools in Faisalabad district in which total

99,707 (55,398 boys and 44,309 girls) students were enrolled and 4,058 Secondary School Teachers are working. Total 32 institutions having 16 boys and 16 girl's institutes were designated for this study, institutions were chosen randomly for the sample frame of this study. The 9<sup>th</sup> class students and compulsory subject teachers were respondents of this study in which 320 students and 64 teachers were nominated for sample of the study. Students enrolled in 9<sup>th</sup> class and compulsory subject teachers were considered the respondents for this research study. After examining the literature review, two survey questionnaires were prepared. Survey questionnaires divided in two parts. Part one of the questionnaires was contained on questions related to the demographic information regarding to the respondents. Part two of the questionnaires was contained on information related to the parents' participation in the learning achievement of their children. Pilot study conducted before the actual research to be competent to plan appropriate and reliable survey questionnaire for sample of the study. Validity and reliability of the questionnaires checked while doing pilot testing. Cronbach's alpha used to make sure the consistency of the survey instrument.

## Results and Discussions

Data collected through survey questionnaire was analyzed and interpreted with statistical inferences for draw conclusions and formulating appropriate suggestions in the light of the result of this study.

**Table 1**

*Father's qualification of the respondents*

	Frequency	Percentage	Mean	Std. Deviation
Illiterate	60	18.8		
Under Matric	73	22.8		
Matric	85	26.6		
Intermediate	41	12.8	2.9778	1.55440
Graduation	34	10.6		
Master	22	6.9		
M.Phil	3	.9		
Ph.D	2	.6		
Total	320	100		

Table 1 illustrates that 18.8 fathers were illiterate, while 22.8 percent of them were under matric and around one-fourth (26.6%) were matriculated, 12.8 percent of them were intermediate passed and 10.6 percent of them were graduate. Only 6.9 percent of the fathers were master, 0.9 percent of them were M. Phil and only two (0.6%) fathers were Ph.D. The mean value of the Father's qualification was 2.9778 and std. deviation was 1.55440. The mean value of Father's qualification was less

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than 4 which indicates that some fathers practicing in development of children learning.

**Table 2***Mother's qualification of the respondents*

Variable	Frequency	Percentage	Mean	Std. deviation
Illiterate	128	40.0		
Under Matric	82	25.6		
Matric	56	17.5		
Intermediate	30	9.4	2.1773	1.32356
Graduation	16	5.0		
Master	7	2.2		
PhD	1	.3		
Total	320	100		

Table 2 demonstrates that 40% mothers were illiterate, while 25.6 percent of them were under matric and almost 17.5 percent were matriculated, 9.4 percent of them were intermediate passed and 5 percent of them were graduate. Only 2.2 percent of the mothers were master, and only one (0,3%) mother was Ph.D. The mean value of the mother's qualification was 2.1773 and std. deviation was 1.32356. The mean value of Mother's qualification was less than 4 which indicates that some mothers practicing in development of children learning.

**Table 3***Parents help in education (Parental education)*

Statement No.	SA <i>f</i> (%)	A <i>f</i> (%)	UD <i>f</i> (%)	DA <i>f</i> (%)	SD <i>f</i> (%)	M	SD
1	128(41.0)	130(41.8)	12(3.3)	40(11.1)	10(2.8)	4.07	1.065
2	104(31.6)	118(38.2)	15(4.2)	69(21.9)	14(4.2)	3.71	1.236
3	90(26.3)	124(42.7)	30(8.3)	61(18.6)	15(4.2)	3.68	1.169
4	241(75.6)	54(17.7)	11(3.0)	12(3.3)	1(0.3)	4.65	.723
5	264(81.7)	45(15.2)	6(1.7)	5(1.4)	0(0.0)	4.77	.541
6	65(20.8)	130(44.6)	54(15.0)	63(17.5)	8(2.2)	3.64	1.063
7	220(69.5)	82(25.8)	8(2.2)	6(1.7)	3(0.8)	4.61	.694
8	158(52.4)	128(38.2)	19(5.3)	14(3.9)	1(0.3)	4.39	.781

9	112(36.6)	131(42.1)	18(5.0)	48(13.3)	11(3.0)	3.96	1.106
10	174(56.8)	123(36.8)	15(4.2)	5(1.4)	3(0.8)	4.47	.719

Scale: 1 = Strongly Agree, 2 = Agree, 3 = Undecided, 4 = Disagree, 5 = Strongly Disagree

Table 3 highlights that an immense proportion of the parents had thinking that education is the only way to go ahead (96.9 %). It was noted that parents provide learning material to their children (93.3 %); they focus on children character building (95.3 %) and satisfied with the learning environment in school (93.6 %). Parents advised to their children to study according to timetable 90.6 %) and help them in homework (82.8 %). The mean value of parents help in educational activities less than 4 which indicates that some parents practicing in development of children learning. The mean value of parents help in educational activities more than 4 indicates that majority of parents were practicing best about role of play in development of children learning.

**Table 4**

*Parent's socio-economic status*

Statement No.	SA f (%)	A f (%)	UD f (%)	DA f (%)	SD f (%)	M	SD
1	105(31.9)	143(48.2)	21(5.8)	41(11.4)	10(2.8)	3.95	1.040
2	265(82.3)	49(16.3)	3(0.8)	2(0.6)	0(0.0)	4.80	.457
3	90(28.0)	102(33.8)	31(11.4)	64(17.7)	33(9.1)	3.54	1.310
4	128(44.0)	122(39.3)	23(6.4)	25(6.9)	12(3.3)	4.14	1.032
5	63(19.1)	143(45.2)	46(14.1)	54(17.7)	14(3.9)	3.58	1.103
6	179(58.2)	94(28.8)	17(4.7)	21(5.8)	9(2.5)	4.34	.985
7	30(10.0)	61(21.1)	33(9.1)	95(29.1)	101(30.7)	2.50	1.375
8	138(46.8)	112(33.8)	16(4.4)	22(6.1)	32(8.9)	4.04	1.248
9	217(68.4)	94(29.1)	3(0.8)	5(1.4)	1(0.3)	4.64	.604
10	31(9.1)	91(28.0)	53(17.5)	84(26.0)	60(19.4)	2.81	1.285

Scale: 1 = Strongly Agree, 2 = Agree, 3 = Undecided, 4 = Disagree, 5 = Strongly Disagree

Table 4 highlights that parents felt proud on their children's good grade (98.6 %), they encourage them to read always (93.5 %) and they give some prize on their

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children's success (87 %). It is observed that the parents treat their children without any discrimination (83.3 %) and they arrange tuition classes (80.6 %). The mean value of parents' socio economic status activities less than 4 indicates that some parents practicing in development of children learning. The mean value of parents' socio economic status activities more than 4 indicate that majority of parents was practicing best about role of play in development of children learning.

**Table 5***Parent's behavior*

Statement No.	SA <i>f</i> (%)	A <i>f</i> (%)	UD <i>f</i> (%)	DA <i>f</i> (%)	SD <i>f</i> (%)	M	SD
1	123(39.9)	142(44.9)	23(6.4)	19(5.3)	13(3.6)	4.12	.993
2	231(72.6)	78(24.4)	5(1.4)	5(1.4)	1(0.3)	4.68	.603
3	101(33.5)	147(46.5)	30(11.1)	26(7.2)	6(1.7)	4.03	.941
4	77(24.4)	160(52.6)	27(7.5)	39(10.8)	17(4.7)	3.81	1.069
5	237(74.2)	72(22.7)	5(1.4)	5(1.4)	1(0.3)	4.69	.598
6	72(22.7)	179(55.4)	35(10.0)	35(10.0)	7(1.9)	3.87	.941
7.	153(48.2)	124(37.1)	16(5.8)	21(7.2)	6(1.7)	4.23	.963
8	77(24.4)	128(41.0)	34(9.4)	58(18.8)	23(6.4)	3.58	1.222
9	102(33.8)	138(43.8)	27(7.5)	36(10.0)	18(5.0)	3.91	1.121

Scale: 1 = Strongly Agree, 2 = Agree, 3 = Undecided, 4 = Disagree, 5 = Strongly Disagree

Table 5 highlights that parents appreciated to children on their good performance (96.9 %) and motivated to children on their good grades (97 %). Parents helped to their children to develop good study habit (85.5 %), parents made friendly and attractive environment for their children learning (80 %) and parents ask them on school learning (84.8 %). The mean value of parents' behavior activities less than 4 indicates that some parents practicing in development of children learning. The mean value of parents' behavior activities more than 4 indicates that majority of parents were practicing best about role of play in development of children learning.

**Table 6**  
*Parent-teacher communication*

Statement No.	SA <i>f</i> (%)	A <i>f</i> (%)	UD <i>f</i> (%)	DA <i>f</i> (%)	SD <i>f</i> (%)	M	SD
1	101(31.0)	122(40.7)	25(7.5)	42(13.6)	26(7.2)	3.75	1.232
2	57(17.5)	99(31.6)	54(15.8)	71(24.4)	39(10.8)	3.20	1.285
3	99(30.7)	147(46.3)	25(7.5)	40(12.5)	11(3.0)	3.89	1.071
4	60(18.3)	133(42.4)	23(7.8)	64(20.5)	40(11.1)	3.36	1.295
5	50(16.6)	99(31.9)	42(14.4)	62(18.6)	67(18.6)	3.09	1.381
6	49(15.2)	141(44.6)	32(10.2)	63(20.2)	35(9.7)	3.35	1.234
7	61(19.9)	155(51.2)	31(8.6)	56(15.5)	17(4.7)	3.66	1.104
8	69(20.8)	124(39.9)	29(9.4)	58(18.8)	40(11.1)	3.40	1.305
9	109(33.2)	128(43.8)	20(6.6)	34(11.1)	19(5.3)	3.89	1.143
10	53(16.3)	58(18.0)	55(17.5)	72(22.7)	82(25.5)	2.77	1.426

Scale: 1 = Strongly Agree, 2 = Agree, 3 = Undecided, 4 = Disagree, 5 = Strongly Disagree

Table 6 highlights that the parents and teachers worked together for students learning (77 %), parents talked with teachers about their children accomplishment (77 %) and teachers informed to parents about school program and activities (71.7 %). It indicates that parents talked with teachers about difficulties of students at school (71.1 %) and sometimes teachers invited to parents to visit classroom (60.7 %). The mean value of parent-teacher communication activities was less than 4, which indicates that some parents practicing in development of children learning.



**Table 7***Correlation test*

<b>Variables</b>	<b>Pearson correlation coefficient</b>	<b>P-value</b>
Father's Qualification	.210	.000**
Mother's Qualification	.293	.000**
Parents help in education	.132	.012*
Socio-economic status	.100	.058*
Parents behavior	.181	.001**
Parent-Teacher Communication	.143	.006**

**Dependent variable: Students' academic performance**

\* = Significant (at 5% level of significance)

\*\* = Highly-Significant (at 1% level of significance)

Table 7 shows the summary of coefficients of Independent variable (parents' participation) and dependent variable (student's academic performance). Therefore, it was concluded that parents' participation positively contributed to establish good relations with students' performance.

Pearson correlation coefficient ( $r = .210$ ) shows a highly significant ( $p = .000$ ) and positive relationship between father's qualification and students' performance. It means, fathers' educational level positively correlates with their children educational performance. So, the hypothesis "There is no positively association in father's education and children's academic performance" is rejected.

Pearson correlation coefficient ( $r = .293$ ) shows a highly significant ( $p = .000$ ) and positive relationship between mother's qualification and students' performance. It means, mothers' educational level positively correlates with their children educational performance. So, the hypothesis "There is no positively association in mother's education and children's academic performance." is rejected.

Pearson correlation coefficient ( $r = .132$ ) shows a significant ( $p = .012$ ) and positive relationship between parents help in education and students' performance. It means, if the parents had more help in education then their children had reliable performance in education. So, the hypothesis "There is no positively association in parent's help in education and children's academic performance" is rejected.

Pearson correlation coefficient ( $r = .100$ ) shows a significant ( $p = .058$ ) and positive relationship between parents socio-economic status and students' performance. It means, if the parents had better socio-economic status then their children had superior performance in education. So, the hypothesis "There is no positively association in Socio-economic status of parents and children's academic performance" is rejected.

Pearson correlation coefficient ( $r = .181$ ) shows a highly significant ( $p = .001$ ) and positive relationship between parents behavior and students' performance. It means, parental behavior towards their children' education had positive relationship with their children' performance in education. So, the hypothesis "There is no positively association in parent's behavior and children's academic performance" is rejected.

Pearson correlation coefficient ( $r = .143$ ) shows a highly significant ( $p = .006$ ) and positive relationship between parent-teacher communication and students' performance. It means, parent-teacher communication had positive impact on students' performance in education. So, the hypothesis "There is no positively association in parent-teacher communication and children's academic performance" is rejected.

## **Discussions**

It was founded that majority of the teachers had thought that parents show proud on their children when their children gain quality ranking, teachers show respect for students' parents of all casts, racial groups and civilization, teachers working hard to help students for emotional and communal requirements. It was founded that parents' participation in learning is very significant for children who are culturally/ethnically varied and parents award prize to the children on their achievement. It was concluded that majority of the teachers had thought that parents motivation is effective for the children to get good grades, teachers felt comfortable when parents make an unscheduled visit to their classroom and parents appreciate the teachers on student's good performance. It was founded that parents talk with teachers about what happens at school and parents did notice when children receive bad grade. Selected teachers had thought that parents' participation in learning is significant for learners; parents can easily communicate with teachers, when teachers talk with students' parents, it is feasible for teachers to educate and comprehend learners. Teachers individually report to the parents about expected "parent teacher meetings".

Parents' involvement in learning has a central character in the performance the students. If students' parents are heartily participated in their education at home and school level, they perform good performance. Participation of parents in home

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and school environment has improved better attainment, absences, conducts and confidence (R.Dixon, 2008). When course material becomes more complex, the level of parental participation is changed. It does not mean that parents are not participated in their children; it means that motions have transferred from direct to indirect. It is essential for parents to seek further contact with the teacher to make to be able to check his or her child ranking since these activities are not direct (Peiffer, 2015).

It is evident from results of the study that when educational level of the parents becomes higher, then educational performance of the learners increases. Because they are well cultured and familiar of their household tasks and the importance of education and they can guide their children in proper way. Parents continue to be involved with their children learning activities at the secondary level. There is a requirement to aware parents regarding to parents' participation in learning. Valuable and functional parent teacher meetings are predictable be started at school level for improved outcomes in educational process. The parents of students should also encourage in participation of these parent teacher meetings at school level. Interaction with parents will be the key of good performance. It will give parents a chance to observe things commencing a teacher's point of view and it will permit teachers frankly talk-about with students' parents how they would like to be participated(Wright, 2009). It is almost not possible to get better outcomes without parents' participation in their children learning. The parents of children focused on their education.

### **Conclusions**

It was concluded that majority of the students had thought that an immense proportion of the parents had opinion that education is the only way to go ahead, parents provide learning material to their children and parents focus on children character building and satisfied with the learning environment in school. Parents advised to their children to study according to timetable and help them in homework. It was concluded majority of the students had thought that parents felt proud on their children's good grade, parents encourage their children to read always and they give some prize on their children's success. It was observed that parents treat their children without any discrimination and they arrange tuition classes. It was founded that parents appreciate to children on their good performance and motivate to children on their good grades. Parents helped to their children to develop good study habit, parents made friendly and attractive environment for their children learning and parents ask them on school learning. It was founded majority of the students had thinking that the parents and teacher work together for students learning, parents talk with teachers about their children accomplishment and teachers inform to parents about school program and activities. It was noted that parents were talking with teachers about difficulties of students at school and sometimes teachers invite to

parents to visit classroom. It was concluded that parents help in education, parent's behavior, socio economic status of parents and parent teacher interaction had positive impact on learners' academic performance.

It was also concluded that majority of the teachers had thought that learners whose parents participated in their learning have better achievement. Parents' participation is very significant for effective discipline and learners whose parents are participated in their education have better good confidence.

### **Recommendations**

It is suggested that parents' participation greatly affect the academic performance of students. The conclusions of this research indicate more researches on effects of parents' participation would have a constructive effect in the existing body of the study. The outcomes of this research propose more research should be carried out to recognize further significant ways.

The parents' participation is an influential instrument that carries the best results of students in approximately all classes. This study was important to parents, teachers and administrators. Therefore, relevant parent teachers programs should hold in public sector schools, because they are helpful and informative in learning process of students. At secondary level, active parental participation in student's learning should encourage and welcome parents as volunteer partners. Therefore, parents and teachers contain a better indulgent concerning active participation of parents in the learning achievement of students. This study would also be extremely helpful for the education system or schools participated in the research to have further reaction from parents of students and teachers since to how to develop the parents' participation chances for all learners.

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