

The Impact of Parental Involvement on Elementary Students' Academic Performance in Mardan, Khyber Pakhtunkhwa, Pakistan

Dr Farah Khan,

*Assistant Professor, Institute of Education & Research, Women University Mardan, KP
and International Research Fellow, INTI International University, Malaysia
Pakistan. drfarah@wumardan.edu.pk.*

Mohd Sofian Omar Fauzee (PhD)

*INTI International University, Nilai, Malaysia.
dromarfauzee@gmail.com*

Malaika Khatoon

*Graduate of the Institute of Education & Research, Women University Mardan, Khyber
Pakhtunkhwa, Pakistan.
nactophileme@gmail.com*

Abstract

The purpose of this study was to determine the influence of parental engagement on students' academic progress as well as to identify impediments to parents participating in their children's education. The study focuses on government schools in Mardan, Khyber Pakhtunkhwa (KP), with a sample size of 377 randomly chosen schools. Teachers and parents were asked to complete a 20-item questionnaire. The results showed that active parental participation improves students' academic achievement. However, limitations such as a lack of time, school communication, knowledge of the need of parental involvement, and financial restraints prevent parents from participating. Policy considerations include boosting parental knowledge about the benefits of involvement and creating programs to encourage parental participation. Overall, students with interested parents perform better academically, have more confidence in their abilities, and participate in extracurricular activities. Addressing impediments such as a lack of knowledge and low parental literacy can increase parental engagement in their children's education, resulting in an improved level of education, as outlined in the United Nations Sustainable Development Goals.

Keywords: *Parental involvement, Academic performance, Elementary level, Barriers, Khyber Pakhtunkhwa-Pakistan*

Introduction

Parental involvement includes the various forms where parents help the education activities of their offspring at home and in school. It includes support of homework, attendance of school-related activities, involvement in decision-making, and communication with teachers (Lego 2022). As positive results, guidance-based parenting styles have been emphasized by empirical research with quantifiable positive effects on the behavioural control of children, risk-taking tendencies, mental health, and academic achievement (Sathyamurthi and Srinithi, 2021). Besides that, the parent involvement in homework in pedagogical approaches has been associated with statistically

significant gains in financial literacy in the form of an increase of 0.38 standard deviations (Maldonado, Witte & Declercq, 2019).

It is considered that the continuity of parent-school contact is necessary to maximize parental input to the academic development of their children. Parental active involvement has a significant impact on student achievement (Crosnoe and Ressler, 2019). Children with learning disabilities often demand additional assistance and this may be in the form of increased parental support in doing homework. It is important to note that the differences in this relationship have been found to vary in relation to gender and grade level (Barger and colleagues 2019). Highly and moderately involved parents tend to have better academic performance by their offspring compared to their lowly involved parents (Lara & Saracosttie, 2019).

Parental support in the educational sector is not limited to the academic aspect but also includes the financial and emotional support as well as the provision of learning materials like books, newspapers and learning toys. The results show that, as parents have positive educational expectations, engage in the educational activities of the children, show affection, attend school activities, and take a democratic and responsive parenting style, academic performance will increase (Choudhuri and Jaiswal, 2017).

Parenting has a far-reaching impact on the early life experience of the child and goes on to influence the cognitive, emotional, behavioural and social development of the child throughout the lifespan (Britto, Ponguta, Reyes, & Karnataka, 2015). When the child experiences some difficulties in reaching educational goals, the parents tend to redouble their efforts. Parents, as the most influential and the first educators in the life of a child, have a crucial role in learning the process and increasing the educational outcomes (Moroni, Dumont, Trautwein, Niggli, and Baeriswyl, 2015). Parental involvement and academic achievement have a positive correlation with each other where parental involvement has proved to be beneficial to both children and schools and also to parents (Topor, Keane, Shelton, and Calkins, 2010).

The current research explores the obstacles that prevent parental participation in the elementary schooling and how this affects the academic performance of the children. The barriers that are mentioned as a critical problem are time and the lack of knowledge about the educational system that makes it hard to involve parents. Further, there is also a perception by some parents that they are not welcome in the school of their children that further curtails the engagement (Lego, 2022). The effectiveness of the parenting programmes is also investigated considering the perspective of the parents, and the authors seek to determine which salient factors can determine the acceptability of the programmes and their perceived benefits (Butler, Gregg, Calam & Wittkowski, 2019). The article compares the academic performance of the children with different degrees of parental involvement to shed more light on the importance of this problem. Based on this, the general objectives of the research will be to examine the impacts of parental involvement on the performance of children and establish the obstacles that hinder the participation of parents in the learning activities of their children.

Literature review

Qayoom (2023) highlighted the importance of parental participation in school activities, including Parent, Teachers, and School Management Committees (PTSMCs), as one of the ways to mitigate the educational results. However, Qayoom (2023) also pointed to an existing trend of parents and teachers, who are opposed to the idea of parental involvement into academic matters. Schmid and Garreles (2021) claimed that parental participation negatively correlates with academic progress of students, which proves the significance of their participation. Roksa and Kingsley (2018) addressed the effects of family emotional support on students and their psychological health, as well as academic involvement, which further translates into academic outcomes. The significance of several factors explaining the academic performance of students was also highlighted by many other studies such as Jehan et al., Khan, Khan and Rahman, and Begum et al (2021, 24, 24).

Parents have a significant role in the academic performance based on their educational background. Yuliant, Denessen, and Droop (2018) recognized that the parents who have higher education levels are more engaged in community collaboration, volunteer work, and decision-making processes, compared to parents with lower education levels. Jelilov, Aleshinloye, and Onder (2016) explained how education had much wider goals such as training singular skills and talents to serve society. Martinez (2015) continued this by determining the major stakeholders in any educational system, which are parents, educators, students, administrators, community organizations, and the media.

Kosei (2014) discussed one of the psychological support elements of parental involvement: the need to talk over the difficulties with children, make them believe they can overcome the challenges in their academic life, and reward their efforts. Kosei discourages having unrealistic goals that might lead to anxiety or to fear of failure and instead encourages positive motivation. Mutodi and Ngirande (2014) indicated that there was a high correlation between the academic performance of children and the parental involvement. Lamb and Rumberger (2011) and Khajehpour and Ghazvini (2011) explored that the role of parental engagement on the academic performance of students is significant.

According to Hill and Tyson (2009), home-based involvement refers to practices involving parent-child communication regarding school, the provision of a conducive learning environment at home, exposing the children to learning enriching experiences and the provision of continuous support and monitoring. Hill and Craft (2003) examined particular and changeable parenting behaviors like parent participation and through this approach the programme designed to enhance academic performance can be informed. Xiao Fan and Michael Chen (2001) consider the parental participation as one of the important ingredients to educational issue and improvement of students' academic performance.

Parental involvement

Parental involvement in education is a complex construct involving different activities such as helping in home works to participating in the process of making decisions in schools. Oranga, Matere, and Nyakundi (2023) emphasized the importance of parental involvement in the behavioural problems, continued attendance, and the creation of improved learning outcomes. They state that the involvement of parents actively inculcates a feeling of value among the learners, which encourages them to perform well academically. Salac and Florida (2022) studied the idea of involvement of parents to the very beginning of formal education and mention that its contribution

to the academic success is paramount. They also underline that parental involvement is promoted in schools with the help of different events and creates the active relationship between parents, children, and educational institutions.

Schmid and Garrles (2021) also admitted that parental involvement positively affects educational achievements but note that the degree of involvement depends on social and economic assets of parents. According to them, it would be necessary to know the kind of involvement that makes the most sense to students, particularly those with less privileged backgrounds. According to Ireland (2017), parental involvement represents the active involvement of parents in the educational life of their children. Durisic and Bunijevac (2017) studied that parental involvement as a chance of schools to work on the improvement of educational programme and establishment of a better school environment. They promoted programme that promote variety of parental activities, such as communication, home-based learning and community partnership. According to Khajehpour et al. (2011), parental involvement in education is essential because it was one of the determinants of academic success of children. They implied that parents who are not equipped with some skills may gain the skills and make a positive contribution to the education of their children. The study also highlighted the importance of various actions in order to evaluate parental involvement to have overall picture of the effects of parental involvement on the student performance.

Provoking positive social experience among children

The role of parental participation in deciding the personality of the child beyond school performance is essential in influencing positive behaviors and discouraging negative ones, as well as imparting of empathy, self-reliance, and responsibility. This holistic strategy would enable children to acquire necessary skills in life to become competent and responsible adults (Martinez-, Villarejo, Garcia & Garcia, 2020; Pfuhl et al., 2025; Ali et al., 2025). Also, Ireland (2017) found that parents play a crucial role in shaping the social life of their children by implied that the active participation in children activities forms a positive and supportive environment.

Activating beneficial learning effects

The learning outcomes are the measurable and visible outcomes of the learning process. Students ought to be in a position to show certain statements following their engagement in the learning activities. These results outline the knowledge, skills, and abilities that students have and which are normally tested (Musengamana, 2023). Academic performance was highly affected by active parent involvement. Studies indicate that those children whose parents were also involved in their education have good attendance, excel in tests and perform well academically. The positive effect was achieved with the help of parents who facilitate learning at home, provide a favorable environment, and guide students in studying the material (Rashid, 2023). The relationship between parental involvement and learning outcomes was an issue that has been under research of educationists and researchers for a long time (Khan, et al., 2024; Khan, Uddin, Don & Awan, 2024; Boonk, Gijsealers, Ritzen and Gruwel, 2018).

Effect of parental involvement on learner's behavior

An important area of interest for researchers, educators, and parents is how parental participation affects their children's behavior and academic outcomes. Active parental involvement has been associated with improved social skills, motivation, academic achievement, and a decrease in

behavioral problems in students. According to Albert Bandura's social learning theory, people imitate actions they see in their surroundings, with parents frequently serving as the main role models. As a result, parental involvement in their child's schooling serves as positive reinforcement, encouraging the development of desirable habits (Rashid, 2023).

Role of schools in parental participation

All parents should be involved in the active implementation of parental participation and engagement activities in schools. Additionally, during the academic year, instructors and parents should communicate on a frequent basis rather than only when problems occur. This method increases parental involvement in their children's education and strengthens the bond between the home and the school (Orang, et al. 2023). Stronger parental involvement, characterized by teachers' perception of parents' positive attitudes toward their child's education, the teacher, and the school, correlated significantly with improved academic performance. The observed improvement was realized in the standardized achievement test scores as well as in the teacher ratings of the child academic performance in the classroom. Durisic et al. (2017) stated that to ensure that schools offer effective student support, it is essential to form effective partnerships with parents. Parental engagement is always increased by such collaborations that introduce a spirit of joint accountability in the student performance in the education system. The volunteers are given chances to undergo training based on school-based partnership programs and in the process the volunteers get specialized competencies to enable them to help effectively in either the classroom setting or the school setting at large. So, in order to this schools should actively engage multiple parents and community members in students' education through effective partnership programs. Additionally, schools can implement involvement activities that focus on engaging all parents. Good relationships between the family and the school are essential, and professionals ought to be engaged with families all year long, not only when problems occur. In order to promote a favorable educational experience for all parents, administrators and educators should actively involve all parents in their children's education.

Parental involvement remained influential even after accounting for the child's intelligence (IQ), a factor not previously considered in research. The strength of the student-teacher relationship acted as a complete mediator between parental involvement and teacher assessments of the child's academic performance within the classroom. The study also considered limitations, proposed future research directions, and explored implications for public policy initiatives (Tooper etl, 2010).

Learning at home

According to Oranga, et al. (2023), parental involvement plays an important role in helping children in their academic progress. Parents can motivate and encourage their children by helping with homework, attending to curricular activities, creating a conducive learning atmosphere at home and having candid discussions about school. This interactive engagement also helps children to discuss their difficulties and worries with their parents, enabling the latter to resolve certain challenges and develop the positive attitude to the learning process due to the individual approach. Parental involvement in doing homework is very helpful to students as it alleviates stress and anxiety among students who might be having a problem with certain skills or subjects. The parents carry their experiences and knowledge to make the learning experience relevant and help their children to understand the information and add meaning to it to make it more understandable. Such a

cooperative interaction has a positive effect on the development of children, which manifests itself in such ways as better academic performance, social skills, behavior, and self-confidence. Parental help with homework gives the children further chances to explore more in the subjects and skills especially with the fast-tracked learning in the current schools. As curricula is becoming more resilient, homework enables parents and children to spend more time learning how to do things and to learn the subject matter, which results in a deeper comprehension and memory of the information (Rivaldo & Khan,2025; Khan & Fauzee; 2025; Kiser, 2020).

The Model of parental involvement by Epstein

Joyce Epstein is one of the brightest researchers of family involvement in education that tries to improve student results. Her Framework of Six types of Parental Involvement, which was proposed in the 1990s is still in use in schools today. Salac et al. (2022) observed that the Theory of Parental Involvement, developed by Epstein, and the Ecological Systems Theory developed by Urie Bronfenbrenner were the precursors of the studies of the connection between parental involvement and the academic performance of second graders. The research was based on major points that are in line with the theory of Epstein, which include home-based learning, decision-making, community involvement in schools, and communication.

The theoretical framework of the study shows that various factors affect academic-performance of a student and are interrelated. The socio-economic status of the family influences the awareness and capability of their parents to participate in the education of the child. The positive impact of this parental-involvement on the child is on his or her personal development and self-confidence. Children are encouraged and do better in school when they perceive themselves as being competent. Hence, socio-economic status, parental-knowledge and involvement would all help to stimulate self-belief and academic performance of students. Personally, academic performance of a student is affected by a combination of factors which are interdependent. Socio-economic status of the family also determines the awareness and capability of the parents to participate in the education of their child. This parental intervention positively influences the personal growth of the child and his or her confidence. Children feel motivated when they feel they can do it, and they do better in their education. Hence, socio-economic factors, parental education and participation all help in enhancing self-belief and success of students in learning.

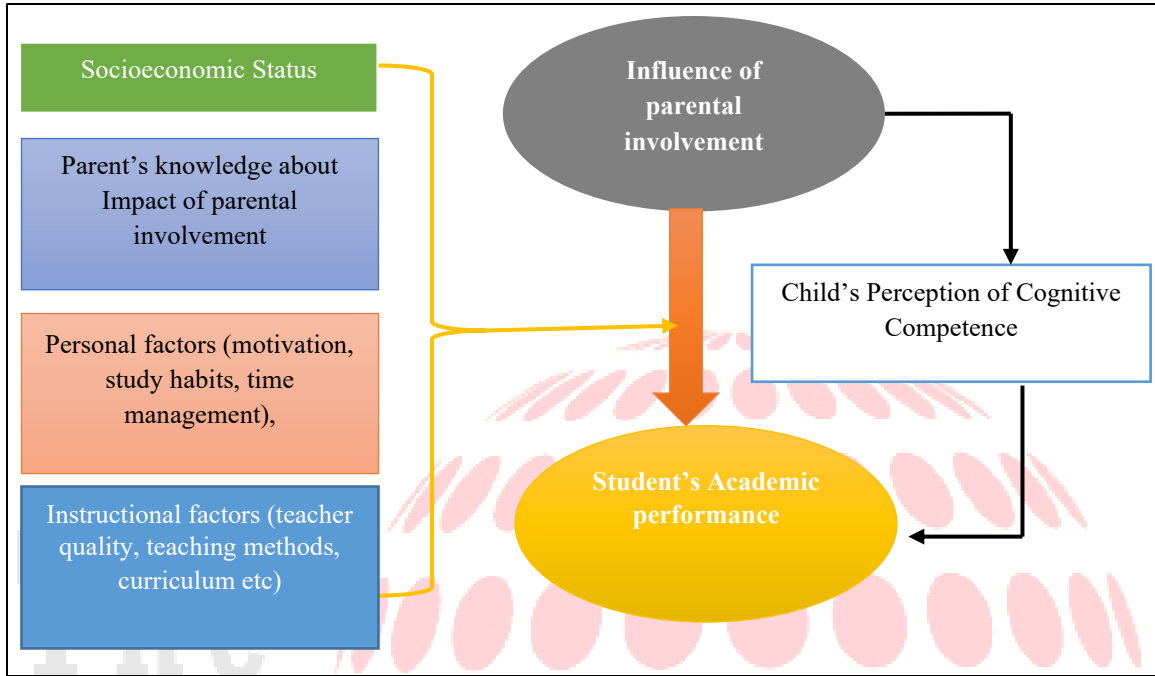


Figure 1: Conceptual Framework
Source: Author's construction

Methodology and Data

In order to accomplish the purpose of the study, the researcher incorporates the descriptive research approach where quantitative research approaches are primarily considered. The study population was the government (Elementary Level) schools in District Mardan, Khyber Pakhtunkhwa and the total population was 1559 schools; 893 male schools and 666 female schools. These schools have a total number of teaching staff of 8643. The second objective of the study used in the population was parents of class 6 students in Government Girls Higher Secondary School Shahdand Baba, Mardan. The study population was all students attending the class 6 amounting to 45 students. This population was specifically selected to reflect the nature of the target population in this study and its results were indicative of this population. The sample size is adequate, as the population provides an opportunity to represent the opinions of the population trustfully and accurately.

The entire subject of the study will be Khyber Pakhtunkhwa, and the sample will include randomly selected government schools (elementary level) from District Mardan, KP, and parents of students in class 6 at Government Girls Higher Secondary School Shahdand Baba, Mardan. The researcher collected quantitative data (questionnaire) on the same topic to gather necessary data to understand the issue under investigation. The researcher used the Krejcie and Morgan (1970) formula to determine the required sample sizes.

When the population size is known:

$$\text{Sample size} = \frac{X^2 NP (1-P)}{(d^2 (N-1) + X^2 P(1-P))}$$

X² = Table value of Chi-square @ d.f. = for desired confidence level

0.10=2.71 0.05=3.84 0.01=6.64 0.001=10.83

N = Population size

P = Population proportion (assumed to be 0.5 since this would provide the maximum sample size)

D = degree of accuracy (expressed as proportion) (0.05).

Table 1: Structure of population and sample of the study

| Category | Count |
|--------------------------------|------------|
| Total number of schools | 1559 |
| Total number of Male schools | 893 |
| Total number of female schools | 666 |
| Total number of teaching staff | 8643 |
| Sample size | 377 |

Source: Author’s construction

Table 2 Structure of population and sample of the study

| Total Number of students class 6 th | Sample size |
|--|-------------|
| 45 | 40 |

Source: Author’s construction

The data for this study will be collected through a self-developed scale-item questionnaire with options for strongly agree, agree, strongly disagree, and disagree. The data will be collected by the researcher personally visiting the sampled areas. The nature of data collection will be primary data, and the data will be analyzed using the Statistical Package for Social Science (SPSS v20). The Cronbach’s Alpha test yielded a result of 0.82, indicating strong reliability and validity of the scale.

Data Analysis and Results

Table 2 Influence of parents on academic performance of students

| S.N | Items | N | Mean | Std. Deviation |
|-----|--|-----|--------|----------------|
| 1 | Students whose parents actively engage in their education demonstrate improved study habits. Parental support at home positively impacts students’ time management skills. | 377 | 1.8090 | 1.17628 |
| 2 | Students with involved parents tend to complete assignments more consistently. | 377 | 1.7162 | .97390 |
| 3 | Students whose parents participate in school events feel a stronger sense of belonging. | 377 | 1.7294 | 1.00054 |
| 4 | Students with involved parents feel more connected to their school. | 377 | 2.1671 | 1.16518 |
| 5 | Lack of knowledge about how to support my child's learning. | 377 | 1.7480 | .97993 |
| 6 | Parental communication with teachers helps identify and address learning challenges early | 377 | 1.3873 | .70231 |
| 7 | Students whose parents attend parent-teacher meetings perform better academically. | 377 | 2.0955 | 1.47006 |
| 8 | Parental involvement positively affects students’ attendance and punctuality. | 377 | 2.3369 | 1.54388 |

| | | | | |
|----|--|-----|--------|---------|
| 9 | Students with actively engaged parents are more likely to participate in extracurricular activities. | 377 | 2.5332 | 1.54182 |
| 10 | Parental collaboration fosters a positive school-home partnership for student success. | 377 | 2.2812 | 1.36853 |

Source author's construction

Table 2 shows that how teachers perceive the data that suggest parental participation affects students' academic performance, with Mean and SD. Deviation score for Item 1 (M=1.8090, SD=1.17628), Item 2 (M= 1.7162, SD=.97390).

Table 3:

| S.N | Items | N | Mean | Std. Dev |
|-----|--|----|--------|----------|
| 1 | Lack of time due to work or other commitments. | 40 | 1.8750 | 1.22344 |
| 2 | Lack of communication from the school about involvement opportunities. | 40 | 1.7500 | 1.00639 |
| 3 | Feeling unwelcome or uncomfortable at school events. | 40 | 1.8750 | 1.22344 |
| 4 | Language barriers (e.g., non-English speaking parents). | 40 | 2.2750 | 1.21924 |
| 5 | Lack of knowledge about how to support my child's learning. | 40 | 1.7250 | .93336 |
| 6 | Fear of being judged by other parents or teachers. | 40 | 1.8750 | 1.28477 |
| 7 | Transportation challenges to attend school events. | 40 | 2.2000 | 1.39963 |
| 8 | Lack of awareness about the importance of parental involvement. | 40 | 2.3500 | 1.44204 |
| 9 | Feeling disconnected from the school community. | 40 | 2.4250 | 1.46563 |
| 10 | Financial constraints preventing participation in school activities. | 40 | 2.2500 | 1.37281 |

Source Author's construction

Conclusion and recommendations

The research was carried out on the influence of parents' involvement on the academic performance of students at the elementary level in Mardan, KP. The main objectives of the study were to analyze the impact of parents' involvement on their students' performance and to investigate the barriers that impede parents from being involved in their students' educational journey. A descriptive study design was adopted to achieve the intended outcome. The population for the study was all government schools (elementary level) in district Mardan, Khyber Pakhtunkhwa, totaling 1559, with 893 male schools and 666 female schools. The total number of teaching staff in these schools is 8643. The sample size for this population was 377, selected based on the Krejcie and Morgan (1970) formula. A five-point Likert scale questionnaire was used to collect data for the study. The study findings indicated that parental involvement affects the learning and academic performance of students significantly. According to the results of the study, over fifty percent of the teachers strongly agreed or assented to the statements that students who had active parents in their lives succeed in their academic life. Based on the study findings, the researcher finds out that the academic achievement of students who are involved in learning activities by their parents is high, the student is more confident about his or her learning, and the student is more likely to engage in extracurricular activities.

For the second objective of the study to identify the barriers that impede parents from being involved in the educational experience of their students, the researcher selected 40 students randomly from government schools whose parents are not actively involved in their educational journey and gathered data from their parents. The Likert scale questionnaire was used to collect data for the required study. The findings of the study revealed that the majority of parents agreed that due to lack of time and other commitments, lack of communication from the school, language barriers, lack of knowledge about the importance of parental involvement, and financial constraints, parents are not able to participate in their students learning process. From the findings of the study, the researcher concluded that the major reason parents are not actively engaged in their student's education is that they are not aware of the importance of parental involvement. Additionally, the literacy rate of parents also plays a significant role as a barrier that impedes parents from being involved in their students learning. The research study only touched on a few topics; some recommendations were made for more studies to close those gaps.

The empirical findings of this study recommend that parents are usually not aware of the importance of their involvement in their students' education. Therefore, schools should arrange activities that communicate the importance of parental involvement to parents. Moreover, schools should provide an environment to parents where they feel welcome and comfortable.

References

- Ali, H., Khan, F., & Khan, M., (2025). Transforming Education: The Role of Artificial Intelligence in Personalized Learning. *ACADEMIA International Journal for Social Sciences*, 4(3), 3967-3976
- Begum, N., Tariq, M., Jehan, N. & Khan, F. (2024). Subjective assessment of women's economic welfare in public sector organizations of Mardan, Northern Pakistan. *International Journal of Social Economics*, 51(9), 1151–1166
- Boonk, L., Gijsealers, H., Ritzen, H., & Brand-Gruwel, S., (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24(1), 10-30.
- Britto, P. R., Ponguta, A. L., Reyes, C., & Karnat, R., (2015). A systematic review of parenting programmes for young children. Retrieved April 1, 2019, from https://www.unicef.org/earlychildhood/files/P_Shanker_final_Systematic_Review_of_Parenting_ECD_Dec_15_copy.pdf
- Butler, J., Gregg, L., Calam, R., & Wittkowski, A., (2019). Parents' Perceptions and Experiences of Parenting Programmes: A Systematic Review and Metasynthesis of the Qualitative Literature. *Clinical child and family psychology review*, 23(1), 176-204.
- Choudhuri, R., & Jaiswal, k. S., (2017). A Review of the Relationship between Parental Involvement and Students' Academic Performance. *The International Journal of Indian Psychology*, 4(1), 2349-3429
- Durisic, M., & Bunijevac, M., (2017). Parental Involvement as an Important Factor for Successful Education. *Centre for Educational Policy Study journal*, 7(3), 137-153.
- Hill, N. E., & Craft, S. A. (2003). Parent-school involvement and school performance: Mediated pathways among socioeconomically comparable African American and Euro-American families. *Journal of Educational Psychology*, 95(1), 74–83.

- Hill, N. E., and D. F. Tyson. (2009). Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies that Promote Achievement. *Developmental Psychology* 45 (3), 740–763.
- Ireland, K., (2017). The Definition of Parent Involvement. *Hello motherhood*, Retrieved from <http://www.hellomotherhood.com/article/75306-diffinition-parent-invovement/>
- Jehan, N., Khan, F., & Sadiqa, B. A., (2021). Girls' struggle for education: an exploratory study from Tehsil Balambat, Khyber Pakhtunkhwa, Pakistan. *Journal of Managerial Sciences* 15(4), 48-58
- Khajehpour, M., & Ghazvini, S. (2011). The role of parental involvement affects in children's academic performance. *Procedia Social and Behavioral Sciences*, 15(1), 1204-1208.
- Khan, F., & Fauzee. M.SO. (2025). A Review study on the Strategic Importance of Human Capital Through Education in Driving Socio-Economic Development. *Innovare Journal of Education*, 13(3), 20-25
- Khan, F., Uddin, I., Don, Y.B. & Awan, A. M., (2024). Does women's education play a role in sustainable environment in Pakistan? A quantitative approach. *Environment, Development and Sustainability*. <https://doi.org/10.1007/s10668-024-05479-4>
- Khan, F., Zahir, S., Rahman, H.U., Raza, A., & Noor, S, (2024). Exploring the role of ICT and education in reducing environmental degradation among Asian countries, *Natural Resources Forum*, <https://onlinelibrary.wiley.com/doi/full/10.1111/1477-8947.12548>
- Khan, F., Khan, M.A. & Rahman, H.U. (2024). Perusing sustainable development through education: evidence from Malaysia, Indonesia and Pakistan. *Environment, Development and Sustainability*. <https://doi.org/10.1007/s10668-024-05441-4>
- Kiser, S., (2020). The Value of Parents Helping with Homework. *Teacher Recourses*, Retrieved from <https://www.teachhub.com/professional-development/2020/09/the-value-of-parents-helping-with-homework/>
- Koskei, B. K. (2014). Influence of parental involvement on student academic performance of public mixed day secondary schools in kursoi, sub-county, Nakuru County, Kenya. *International Journal of Education and Research*, 2(12), 17759-20100.
- Llego, M. A. (2022). The Importance of Parental Involvement in Education. *TeacherPH*. September 4, 2022 from, <https://www.teacherph.com/parental-involvement-education/>
- Maldonado, J. E., De Witte, K., & Declercq, K. (2019). The effects of parental involvement in homework: two randomised controlled trials in financial education. *Empirical Economics*, 62(3), 1439-1464.
- Martinez, A. (2015). Parent involvement and its effects on student academic achievement. *Scholar Works*, Retrieved from May 2015, [shhttp://hdl.handle.net/10211.3/143159](http://hdl.handle.net/10211.3/143159)
- Martinez-Escudero, J. A., Villarejo, S., Garcia, O. F., & Garcia, F., (2020). Parental Socialization and Its Impact across the Lifespan. *Behavioral sciences (Basel, Switzerland)*, 10(6), 101.
- Moroni, S., Dumont, H., Trautwein, U., Niggli, A., & Baeriswyl, F., (2015). The Need to Distinguish Between Quantity and Quality in Research on Parental Involvement: The Example of Parental Help with Homework. *The Journal of Educational Research*, 108(5), 417-431.
- Mutodi, P. & Ngirandi, H. (2017). The Impact of Parental Involvement on Student Performance: A Case Study of a South African Secondary School. *Mediterranean Journal of Social Sciences*, 5(8), 2039-2117.

- Oranga, J., Matere, A., & Nyakundi, E., (2023). Importance and Types of Parental Involvement in Education. *Open Access Library Journal*, 10(8), 1-9.
- Pfuhl, G., Prazeres, F., Kowal, M.,, Farah Khan, al. et. (2025). A preliminary study on the role of personal history of infectious and parasitic diseases on self-reported health across countries. *Public Health.*, 242 (2025), 220-227. <https://doi.org/10.1016/j.puhe.2025.02.030>
- Qayoom, A. (2023). Effectiveness of Parent Teacher School Management Committee on Quality of Education in Public Secondary School of Tehsil Hub, District Lasbela. *Voyage Journal of Educational Studies* 3(4):227-236 DOI:10.58622/vjes.v3i4.105.
- Rashid, H., A., (2023). Effects of Parental Involvement on Student Behavior. *Library and information management Academic Blog*, Retrieved from 2023 <https://limbd.org/effects-of-parental-involvement-on-student->
- Rivaldo, H., & Khan, F., (2025). The causes of low female literacy rates in developing African and Asian countries: the role of government in driving change. *Innovare Journal of Education*, 13(4), 1-10
- Roksa, J., & Kingsley, P. (2018). The role of family support in facilitating academic success of low-income students. *Research in Higher Education*, 60(4), 415-439.
- Salac, L. M., & Florida, J. U., (2022). Epstein model of parental involvement and academic performance of learners. *European Online Journal of Natural and Social Sciences*, 11(2), pp-379.
- Sathyamurthi, K., & Srinithi, S. (2021). A systematic review on changes in the effects of parenting style and children's behavior. *International Journal of Advance Research and Innovative Ideas in Education*, 7(4), 2259-2273.
- Schmid, E. Garrels, V. (2021). Parental involvement and educational success among vulnerable students in vocational education and training. *Educational Research*, 63(4), 456-473.
- Topor, D. R., Keane, S. P., Shelton, T. L., & Calkines, S. D., (2010). Parent involvement and student academic performance: A multiple mediational analysis. *Journal of Prevention & Intervention in the Community*, 38(3), 183–197.
- Yuliant, k. Denessen, E. & Droop, M.(2018).The effects of parental involvement on children's education: a study in elementary schools in Indonesia. *International Journal about Parents in Education*, 10(1), 1973 – 3518.