



Impact of Parental Involvement on Achievement Score of Students at Elementary Level

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<p>Keywords: Elementary, Parental Involvement, Accessible Population, SES, Academic Score, Parents' Qualification</p>	<p style="text-align: center;">ABSTRACT</p> <p><i>The aim of this research was to investigate the impact of parental involvement on the achievement score of elementary-level students. Parental involvement was the independent variable and the achievement scores of students were the dependent variable. Whereas, demographic variables like school status, SES, and parents' qualifications were also important. This study was comparative in nature and all elementary-level schools were taken as population. Elementary campuses of boys and girls were conveniently selected from the public sector in Faisalabad and taken as accessible population. From this accessible population, a sample of 376 students (307 male and 69 female) were drawn who have passed the elementary exams. Demographic sheets, copies of elementary result cards, and questionnaires were collected in order to find out the impact of parental involvement on the achievement scores of students at the elementary level. Descriptive statistics (mean, standard deviation, frequency) was employed along with ANOVA, and t-test for data analysis. Keeping in view the results taken from Punjab Examination Commission, significant differences between the academic performance of the children belonging to the businessmen class and the job holders' class were noticed. Further, it was also determined from the dished-out results that the difference in academic achievement level is significant when more involvement of parents was there.</i></p>
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1. Introduction

For children this age, parental involvement in their academic performance is essential. More specifically, kids with more parental involvement in their education score better on achievement tests than kids with less parental involvement. Researchers and decision-makers who have included attempts to improve parent involvement into more comprehensive educational policy initiatives have observed the relationship between parent involvement and higher success scores.

What aspects of parental participation, family learning, parental support, and parents' educational level have a good influence on student achievement/engagement? Does the success of these components depend on a student's age, gender, socioeconomic status, whether parents engage voluntarily or are obliged to do so, or how the school interacts with parents? According to numerous studies parental involvement in a child's education is regularly linked to the child's accomplishment level in a good way. A child's higher accomplishment score is generally constant after the first few years of primary school, which is consistent with the findings that early academic success is important (Koonce & Harper, 2005). Therefore, it's crucial to look at the variables that support higher accomplishment scores and are modifiable.

Children's learning behavior, competence development, and skill acquisition are all directly and permanently influenced by parents. Families have a nearly essential part in fostering good habits. Students perform better, exhibit more positive attitudes and behaviours, and feel more at ease in unfamiliar environments when parents are involved. The surroundings and their family members teach the kids how to deal with situations and unfamiliar people (Endrika et al., 2020).

Except conceptually, it is very challenging to distinguish between physical and psychosocial variables in child development, which is a dynamic process. These phrases allude to the cognitive, social, and emotional growth of the young kid, which is the outcome of the ongoing interaction between the developing child and the altering environment. The biological development of the brain and central nervous system affects a person's capacity for memory, attention, thinking, language, emotion, and general social and physical interaction. A basic level of physical health is a requirement for the proper operation of mental processes. On the other side, psychological stress can lead to physical discomfort and negatively impact the child's health and physical development (Barriga et al., 2002).

Crosnoe (2001) Noted that Parental engagement may be encouraged more in some schools than others. By providing a variety of opportunities for interactions that take into account family needs, schools can aid parents in making the decision to get involved. Parents are motivated to participate when they receive invitations to get involved because they feel that their participation is respected and welcomed. Invitations to important events are issued by the school, teachers, and students.

It's critical that parents feel welcome in the school environment. Additionally, parents can be brought up to date on their children's academic progress. The teaching staff should respect parental ideas and grievances. A supportive environment like this fosters involvement. The foundation for forming a collaboration around children's learning at home and school is a personal trust, which is developed through invitations from the instructor. Children's requests for assistance with their studies may also encourage participation. According to developmental studies, parents' socialization strategies might be influenced by their children's behaviors (Gonzalez et al., 2013).

This research was conducted to find the impact of parental involvement on the achievement score of elementary-level students. The selected variables for the study are discussed Gender of Students, Father's qualifications Father's profession, Mother's qualification, Public School

Objectives of the study were to find out the impact of parental involvement on the achievement score of students at the elementary level, To find out the impact of fathers' qualifications on the students' achievement score at the elementary level, To examine the impact of mothers' qualifications on the students' achievement scores at the elementary level, To find out the impact of fathers' profession on the students' achievement scores at the elementary level.

For this research paper the research questions were, What is the impact of parental involvement on the gender of students' overall achievement score (Elementary result)?, What is the impact of fathers' qualification on the score (Elementary result) of students?, What effect of mothers' qualifications have on the students' score (Elementary result)? How's the fathers' profession impact on the student's achievement score (Elementary result)? How's institutional government impact on student's achievement score (Elementary result)?

This research provided a great source for further studies. It will add to the existing knowledge board and guide further study. This research's results were very helpful for parents in bringing up their children. This research will be very helpful for parents to develop the balanced personalities of their children and enhance their achievement scores. It will also be helpful for teachers to understand the psychological needs of their students and get a good output. It will also help make decisions and assign duties to students.

2. Literature Review

Parental involvement may alter based on the neighborhood and culture. The level of parental involvement can have a variety of impacts on how well their children perform in school. Parental expectations have a bigger impact on pupils' educational outcomes. Parental involvement can take many forms, including teaching children to read, encouraging them to do their assignments on their own, observing their behaviors both within and outside the home, and offering coaching services to aid in their more effective learning of various subjects. Parental involvement and academic accomplishment are linked, according to research, particularly throughout the secondary school years. However, more consistent and constrained research is needed to better understand the nature and scope of the effects of parental participation on secondary education (Bennett-Conroy, 2011).

Parental participation in the elementary and middle grades has been the subject of the majority of recent study. Successful parental involvement in secondary education requires more research. The current initiative aims to increase understanding of the various parental practices in secondary education and their impacts on secondary school students' academic progress. Both the home and the classroom benefit greatly from the involvement of parents. Parental involvement is frequently linked to children's improved academic performance in language and mathematics, enrollment in more demanding programs, greater academic tenacity, better behaviour, better social skills, and better school acculturation, as well as better attendance and lower dropout rates (Christenson, 2004).

For a variety of reasons, partnerships between the community, families, and schools are crucial. They can improve school policies and atmosphere, offer family assistance and resources, foster parental leadership and knowledge, connect families with other families in the school and community, and support teachers in their job. To assist children's academic and future achievement, however, is the main objective of creating such connections? Early parental

involvement has been associated with better outcomes, particularly in terms of how children's personalities mature. Children make an effort to emulate their parents and think that they are always being watched so that parents can best shape their lives. Parents serve as their primary examples. Even after accounting for background elements like social class and family size, their participation had a beneficial effect on kids' academic success (Witt & Proffitt, 2008).

Parental Involvement in School-Related Learning Activities for Children It may be essential for parents to get involved in their children's school-based activities. These actions could include speaking with teachers, verifying students' attendance at school, keeping tabs on their extracurricular activities, and reviewing their monthly academic progress reports. All of these elements might help kids achieve academically at a better level. The learning opportunities offered by secondary schools worry parents more and more. Parents make clear their expectations for their children's academic success when they advance from middle school to secondary education (Wang & Sheikh- Khalil, 2014).

A substantial collection of research-based literature supports parents' participation in educational environments and activities. We have simply summarized a few key research findings and pieces of pertinent literature because there is a sizable and expanding body of knowledge on parent engagement, which serves as the foundation for our investigation.

Parent participation refers to communities and families that actively foster a favourable environment for learning. She goes on to say that parents who are actively involved in their children's education consistently employ good parenting techniques, communicate with school personnel, participate in school volunteer programs, support their children's at-home learning, participate in school decision-making, and frequently work with the school community (Barnes et al., 2012).

Many researchers examined how disparities in educational performance and adjustment happen. The relationship between students' academic success and their parents' socioeconomic class has been well-established for many years, but more research is still needed to fully understand the mechanisms underlying this association.

Becker and Epstein (1982) recommend that Teachers of male pupils from different backgrounds who struggle to read examine the impact of family participation. Families, according to Becker and Epstein have a big impact on how successful their kids are in school and in life. The level of parental participation had a direct correlation with the achievement of children from all cultural and economic backgrounds.

When parents expect their children to do well in school, talk to them about school, help them plan for college, and monitor their extracurricular activities, children perform better in class. Students gain more when families are actively involved in school activities that improve learning. Schools are more successful in maintaining relationships to raise student success when they establish ties with families that take their concerns seriously and value what they have to say. Furthermore, research indicates that school districts make positive adjustments to policies, practices, and resources when families and communities band together to hold underperforming schools accountable (El Nokali et al., 2010).

Wilder (2014) did a thorough analysis of 41 studies and came to the conclusion that there is little proof that parental participation influences academic attainment. Jeynes (2008) draws the conclusion from a meta-analysis that parental participation was statistically associated with higher academic achievement for African-American pupils but not for students from other minority groups. During a subsequent meta-analysis, focused on second. Hornby and Witte (2010) draw

kids in metropolitan areas and discovered that parent participation was linked to improved performance. At all educational levels in Pakistan, a dynamic educational policy is required. Qualified, skilled, and trained human resources in all facets of socioeconomic development are necessary to tackle the challenges of the twenty-first century. To do this, a solid elementary and secondary education foundation should be built. In order to prepare students for higher technical and professional education, secondary education needs to be upgraded.

3. Research Methodology

This chapter describes research population, research design, sample selection, data collection, and data analysis. In this research population consisted of parents of students, teachers, and elementary-level students who passed PEC's elementary school exam in 2015. The researcher selected a School sample through cluster sampling to select Boys and Girls (parental involvement) from the selected schools of Faisalabad. For choosing the sample size simple random sampling was use. First of all province Punjab was selected than Faisalabad district was selected from the province of Punjab. Sample size of this research consisted of 376 parents, teachers, and 8th-grade students (307 male and students and 69 female students with parental involvement).

The researcher used two data collection instruments: a demographic sheet and 8th-class result cards. The demographic sheet is attached as Annexure 1. The researcher collected the data with the help of demographic sheets. Copies of 8th class result cards were collected from the concerned schools' admission office with permission and the administration's cooperation. SPSS was use for data analysis. Data was analyzed with the help of descriptive statistics and represented in the form of tables and phrases.

4. Results and Analysis

4.1 Descriptive Analysis

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

Table 1

Comparison of Gender of Firstborn Children concerning total marks in Matriculation

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

Results of Table 4.2 explore an insignificant difference between Boy ($M=796.59SD=139.347$) and Girl ($M=766.79, SD=155.630$), $t1.427$. The P-value (.155) insignificant results which showed the achievement level of girls and boys is similar regarding the elementary result in the Punjab Examination Commission (PEC). In other words, the achievement levels of first boys and girls are almost equal.

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

Table2

Mean Score of Student's Results in Different Disciplines regarding Fathers' Qualification

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

	Total	376	103.59	29.01
Marks in Science				
	Middle	30	86.40	15.81
	Matriculation	54	86.97	21.14
	Intermediate	64	84.21	18.142
	Bachelors	75	107.48	20.33
	Masters	60	124.00	14.90
	Others	24	133.27	9.339
	Total	376	103.84	24.67
Marks in Islamiyat				
	Middle	30	77.47	12.50
	Matriculation	54	82.56	20.99
	Intermediate	64	91.79	20.46
	Bachelors	75	109.33	21.27
	Masters	60	126.35	16.82
	Others	24	133.73	6.06
	Total	376	104.84	26.19
Marks in Computer				
	Middle	30	83.13	20.73
	Matriculation	54	84.15	19.90
	Intermediate	64	98.79	25.13
	Bachelors	75	109.24	20.15
	Masters	60	125.25	17.83
	Others	24	135.55	9.40
	Total	376	106.53	25.82

The mean score of students' results as a whole and in various disciplines concerning their fathers' qualifications is given in Table 4.3. ANOVA was applied to find out the differences between different groups.

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

Table 3

Mean Score of Student Results in Different Disciplines Concerning Mothers' Qualification

Marks of students	Mothers' Qualification	N	M	SD
Marks in 8 th Class				

	Middle	65	652.46	96.61
	Matric	63	662.11	114.03
	Intermediate	82	787.90	111.92
	Bachelors	90	870.34	112.47
	Masters	52	914.65	102.11
	Others	24	813.00	176.78
	Total	376	781.69	148.09
Marks in Urdu				
	Middle	65	95.63	12.84
	Matric	63	96.73	14.04
	Intermediate	82	109.37	10.89
	Bachelors	90	115.22	11.84
	Masters	52	118.69	9.690
	Others	24	108.33	23.69
	Total	376	107.52	15.04
Marks in English				
	Middle	65	82.91	18.84
	Matric	63	87.59	20.37
	Intermediate	82	105.12	17.84
	Bachelors	90	117.10	16.59
	Masters	52	119.19	14.54
	Others	24	106.00	32.97
	Total	376	103.31	22.90
Marks in math				
	Middle	65	84.71	22.98
	Matric	63	80.19	19.77
	Intermediate	82	104.27	24.21
	Bachelors	90	118.95	24.72
	Masters	52	127.54	22.16
	Others	24	98.67	41.93
	Total	376	103.59	29.01
Marks in Science				
	Middle	65	87.20	18.06

Matric	63	85.54	19.76
Intermediate	82	101.68	22.30
Bachelors	90	116.67	19.20
Masters	52	126.00	18.66
Others	24	113.00	27.73
Total	376	103.84	24.67
Marks in Pak Studies			
Middle	65	83.00	18.01
Matric	63	86.46	23.97
Intermediate	82	106.29	21.78
Bachelors	90	118.86	20.73
Masters	52	125.62	18.57
Others	24	115.00	14.93
Total	376	104.84	26.19
Marks in Islamiyat			
Middle	65	88.49	16.50
Matric	63	87.19	22.89
Intermediate	82	109.17	26.08
Bachelors	90	118.36	19.65
Masters	52	126.12	20.73
Others	24	121.00	13.00
Total	376	106.53	25.82

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

RQ-4: How's fathers' profession impact on the student's achievement score (Elementary result)?

Table 4

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

Profession of fathers	N	Mean	SD	Df	t-value
Business	154	100.50	23.32	98	-1.575*
Job	153	105.61	22.38		

Note.* $p < .05$

Results of Table 4.17 show a significant difference between business people's children's performance ($M=100.50$, $SD=23.32$) and job holders' children's performance ($M=105.61$, $SD=22.38$), $t = -1.575$. the P-value (.017) showed significant results.

RQ-5: How's institutional government impact on student's achievement score (Elementary result).

Table 5

Comparison between Govt. School Children concerning Marks in the elementary level.

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

Note.* $p < .05$

Results of Table 4.6 shows that there is a significant difference between Govt. school students' performance ($M=104.39$, $SD=24.739$), $t = 1.061$. The P-value (.02) showed the significant results. Which indicates that there is a significant difference in the achievement level in elementary level school students concerning the result of elementary level in PEC.

4.2 Findings

- Results explore an insignificant difference between Boy ($M=796.59$, $SD=139.347$) and Girl ($M=766.79$, $SD=155.630$), $t=1.427$. It is evident from the P-value (.155) that the results are insignificant. It means that the achievement level of girls and boys is similar with reference to the result of elementary in the Punjab Examination Commission (PEC). In other words, the achievement level of first boys and girls are almost equal.
- Results explore the Mean Score of students' results as a whole and in various disciplines with reference to their fathers' qualifications is given in table 4.3. ANOVA was applied to find out the differences between different groups.
- Results explore that fathers' qualification (middle, 8th class, intermediate, bachelor's, master's, and other professional qualification) is a main source of variability in overall elementary and various subjects' overall marks. It is determined that this difference is significant among mean scores on marks in elementary $F(5,194)=48.67$, $p=.000$, on marks in Urdu $F(5,194)=30.817$, $p=.000$, on marks in English $F(5,194)=24.97$, $p=.000$, on marks in mathematics $F(5,194)=29.108$, $p=.000$, on marks in Physics $F(5,194)=34.63$, $p=.000$, on marks in Chemistry F

(5,194) =36.82, $p= .000$, on marks in Biology $F(5,194) =26.44$, $p= .000$. Their scores are significantly different in all subjects from one another concerning fathers' qualification.

- Results explore that the mean of firstborn children's elementary results as a whole and in various disciplines concerning their mothers' qualifications is given in Table 4.5. ANOVA was applied to find out the differences between different groups. Table 4.26 depicts that overall marks in the 8th class and various subjects is a main source of variability in mother qualification (middle, 8th class, intermediate, bachelor, masters, and other professional qualification). It is determined that this difference is significant among mean scores on marks in elementary $F(5,194) =33.85$, $p= .000$, on marks in Urdu $F(5,194) = 21.57$, $p= .000$, on marks in English $F(5,194) =25.55$, $p= .000$, on marks in mathematics $F(5,194) =22.45$, $p= .000$, on marks in physics $F(5,194) =22.79$, $p=.000$, on marks in chemistry $F(5,194) =24.03$, $p= .000$, on marks in biology $F(5,194) =19.40$, $p= .000$. Their scores are significantly different in all subjects from one another concerning mothers' qualification.
- Results explore a significant difference between business people's children's performance ($M=100.50$, $SD=23.32$) and job holders' ($M=105.61$, $SD=22.38$), $t = -1.575$. It is evident from the P-value (.017) that the results are significant. It means that there is a significant difference in achievement levels in the subject of English of business people's children and job holder's children concerning the result of elementary in PEC.
- Results show a significant difference between school students' performance ($M=108.28$, $SD=26.662$) and govt. school students performance ($M=104.39$, $SD=24.739$), $t = 1.061$. It is evident from the P-value (.02) that the results are significant. It means there is a significant difference in achievement levels at the elementary level. School students concerning the result of elementary level in PEC.
- The result depicts that 56.0 percent of the respondents strongly agreed, 36.0 percent agreed that Parent involvement is essential for a good student's achievement score, 4.0 percent were undecided, whereas only 4.0 percent disagreed.
- The result depicts that 20.0 percent of the respondents strongly agree, 44.0 percent of them agree that most parents do not know how to help their children on schoolwork at home, 14.0 percent were undecided. In contrast, only 4.0 percent disagreed, and 18.0 percent strongly disagreed.
- The result depicts that 44.0 percent of the respondents strongly agree, 20.0 percent agree that Teacher educational expectations and encouragement influence student achievement score, and 28.0 percent were undecided. In contrast, only 4.0 percent disagreed, and 4.0 percent strongly disagreed.
- The result depicts that 52.0 percent of the respondents strongly agree, 32.0 percent of them agreed that mostly when I contact parents about problems or trouble, 4.0 percent were undecided. In contrast, only 8.0 percent disagreed, and 4.0 percent strongly disagreed.
- Table 9 depicts that 28.0 percent of the respondents strongly agreed, 30.0 percent agreed that Teacher involvement affects students' achievement scores, and 16.0 percent were undecided. In contrast, only 18.0 percent disagreed, and 8.0 percent strongly disagreed.
- The result shows that 70.0 percent of the respondents strongly agree, 20.0 percent agree that Parents Check daily that homework is done, and 10.0 percent were undecided.
- The result shows that 81.0 percent of the respondents strongly agree, 17.0 percent agree that Parents Check daily that homework is done, and 2.0 percent were undecided.
- The result shows that 33.0 percent of the respondents strongly agree, 48.0 percent agreed that Parents Check daily homework is done, 17.0 percent were undecided, and only 2.0 percent disagreed.

5. Discussion

Parental involvement is very essential for better learning achievement. Father occupation, father and mother qualification is also effect on students learning and achievement.

Parental Involvement in School-Related Learning Activities for Children It may be essential for parents to get involved in their children's school-based activities. These actions could include speaking with teachers, verifying students' attendance at school, keeping tabs on their extracurricular activities, and reviewing their monthly academic progress reports. All of these elements might help kids achieve academically at a better level. The learning opportunities offered by secondary schools worry parents more and more. Parents make clear their expectations for their children's academic success when they advance from middle school to secondary education (Wang & Sheikh- Khalil, 2014).

Parental involvement Parental involvement may alter based on the neighborhood and culture. The level of parental involvement can have a variety of impacts on how well their children perform in school. Parental expectations have a bigger impact on pupils' educational outcomes. Parental involvement can take many forms, including teaching children to read, encouraging them to do their assignments on their own, observing their behaviors both within and outside the home, and offering coaching services to aid in their more effective learning of various subjects. Parental involvement and academic accomplishment are linked, according to research, particularly throughout the secondary school years. However, more consistent and constrained research is needed to better understand the nature and scope of the effects of parental participation on secondary education.

6. Conclusion and Recommendations

According to data analysis collected from selected school students, the following conclusions have been drawn. The achievement level of girls and boys is the same concerning elementary-level PEC result and parental involvement. In other words, the achievement level of boys and girls is almost equal. A significant difference in achievement level in Urdu of girls and boys concerning the result of elementary level PEC result was found. In other words, the achievement level of boys and girls in Urdu is unequal. The achievement level of boys and girls in science subjects is almost equal according to the results of this research. A significant difference was found between the performances of students of Govt. schools. It means there is much difference in the achievement level of Govt. school students according to their elementary-level PEC results. There is a significant difference in achievement level in Urdu of govt. School students. There is a significant difference in achievement levels in the subject of English in govt schools. School students in elementary level PEC result. It is evident from the results of this research that there is a significant difference in achievement levels in the subject of Math of govt. School students concerning the result of elementary level PEC results. The study also revealed a significant relationship between parents' occupational status and students' academic performance at elementary level PEC results. Results of this research show that there is a significant difference between business people's children's performance and job holders' children's performance. Achievement level in the 8th class of business people's children is lower compared to job holder fathers' children concerning results of elementary level PEC results. The analysis and interpretation of data enabled a researcher to conclude that most of the students whose parents were well-educated performed better in elementary-level PEC results than those whose parents were less educated or illiterate. This research showed that mean of first-born children's 8th Class results as a whole and in various disciplines concerning their fathers' qualifications varies. The scores of children are significantly different in all subjects from one another with regard to fathers' qualifications.

The researcher suggested that students' academic achievements can be improved through the active participation of qualified parents, and the gap between the standard of education between Public Schools should be removed. The policymakers, planners, and service providers in the government sector should take it as a serious challenge to improve the public schools' overall physical and socio-economic conditions. Partnerships frequently degrade throughout the grades until educators collaborate to create and implement suitable partnership strategies at each grade level; nearly all families are concerned about their children, want the best for them, and are eager to learn more from the communities and schools so they may continue to be good educators' partners. Nearly all teachers and administrators want to incorporate families, but many lack the skills to create effective programmes and are hesitant to try because of this. Because of this, educators fall into a "rhetorical rut," proclaiming support for collaborations but doing nothing to make them happen; In elementary, middle, or high school, the majority of students they are prepared to take on active roles in fostering communication between home and school and want their family to be more involved in their education. Today's children require a lot more information and direction than they do in the past regarding how their schools see relationships and how they can have crucial conversations with their families about their schoolwork, extracurricular activities, and decisions.

7. Future Research Directions

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

- More research can be carried out to analyze the reasons for government school students' low academic performance and recommend remedial measures.
- This research is carried out at the elementary level only. Therefore, this research should be carried out at all levels, i.e., from primary college and university.

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