



Parental Involvement Influencing Academic Performance: A Study of Students' Perceptions

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Abstract

Research studies demonstrate that when parents are maximally involved in their child's academics, it is likely to claim that the child is performing well and confidently at every stage of an academic journey. In the Pakistani context, this integral factor is not only failed to be noticed by the parents but also by the students themselves. Therefore, there seems a dire need to conduct a study that keeps the perceptions of students into account. The current study aims to analyze the perceptions of students about parental involvement influencing their academic performance at semi-government Middle level school of district Sukkur, Pakistan. The population of the study includes 6th, 7th, and 8th graders. Convenient sampling strategy was used to select desired sample. The quantitative research approach was opted using a self-developed questionnaire reviewed by content and construct experts. The data were analyzed through descriptive analysis. The overall findings of this studies show that students perceived that parents should keep monitoring their child's studies, and there should be a parent-teacher communication and child-parent communication as regards the children's academic performance. The respondents attached importance to parental involvement in school activities. This study recommends some actionable measures to increase parental involvement in Middle level students' academics such as schools should re-develop the (PTA) meetings; teachers must be trained to communicate effectively with parents regarding minute aspect like; child's readiness, and parents should limit the screen time of their child during their study hours. Lastly, the study presents implications for parents, school administrators, and students to bridge the gap.

Keywords: Parental Involvement, Middle level students, Academic Performance, Perceptions



Introduction

In the satisfying achievements across the primary, middle and Middle school levels, different theories, policies, and researchers have identified many factors that influence child's academic performance. Academic performance of students is influenced by a combination of factors; that includes but are not limited to socio-economic status, interest in studies, gender, regular studying, punctuality in class, self-motivation, and most importantly parental involvement i.e. significant role of families' particularly parents and family-school relation in the education of a child (Lumen, 2020). In current popular and political discussion, it is parents who must take responsibility for their child for social, emotional, and educational success or failure. The connection made between two things, one is the actions of parents, and another thing is related to the outcomes for children. In the current educational context, parental involvement is considered a panacea of student's achievement. Over the past few years, various studies have examined that there is a considerable influence of parental involvement on students' academic performance (Đurišić & Bunijevac, 2017). Early childhood or adolescence stepping into primary school reflect a change on multiple levels. The middle school years overlap with key changes in early development, which include biological and cognitive growth, social development, and redefining of family relationships, especially the parent-child relationship. The linkage of parental involvement can be determined from this early childhood education of the students and there the involvement is considered to be very high. Parents are expected to be more concerned for their children during their early years of schooling. Indeed, many of the research have demonstrated that the strength of the relation between parental involvements in child's education declines as child grows older. During the primary education, child moves towards autonomy and self-dependency resulting from its surroundings, teachers, peer interactions, curricular choices, classroom experiences and family attachment. There is less attachment as compared to the early years of his schooling (Li & Fischer, 2017). But researchers like Lumen (2020) widely accepted that parents play a significant role in their child's education and now there is comprehensive research literature that shows that parental involvement is beneficial for children and adults alike Lumen (2020). Cheung, (2019) argues that Poor parenting has therefore been found as of actual concern. Keith (1992) However, critiques of poor parenting have quickly transformed into criticism of poor parents, reproducing negative images of working-class families. Kalayci & Oz (2018) says that many Researchers have highlighted that governing the ideas of good parenthood mostly derive from middle-class perspectives. While some middle-class parents thinks that their children will have educational success and



are confident in their own ability to influence their future, if necessary, others, whose condition mean that success is less taken for granted, demonstrate a more strategic orientation.

In other words, parents who are involved within their children's education don't have to say it, but it is visibly shown in their actions. By using number of strategies and by being directly or indirectly involved, somehow, they show their involvement. Even teachers and schools can sense it that whose parents are being involved. Students who are always well-prepared for their class test, or who always complete their homework on time or students who are concerned for their studies in their classroom. Such students show that their parents are making efforts, and they are involved in their learning process. Also, the students whose parents put signature and acknowledge their daily homework diary and are always prepared and have all the material for a project or assignment are themselves an indicator of their parents' involvement within their children's education.

Statement of the Problem

It is observed that parents reduce their involvement when children get older. Numerous studies have highlighted this point that parental involvement has a significant effect on all students, irrespective of their age. It is not much astonishing that parental involvement within schools has become a major educational issue since the 1980's (Cheung, 2019). Adolescents (Middle level Students) are more likely to get higher grades in their academic careers when parents are involved more in the process of their learning (Chun & Devall, 2019). Parental involvement should continue until students become fully independent.

The positive impact of parental involvement on students' achievement has been repeatedly highlighted by several research studies over the past few years, but they do not clarify that precisely what and how parents play a constructive role in their children's education and how do students perceive it.

Following this, parental involvement in children's' education at the Middle level has become a concern. Not only do teachers perceive the importance of parental involvement in children's education, but administration and policymakers have also accepted it as one of the integral parts of the educational reforms (Wilder, 2014). Additionally, community and pedagogues have also commonly accepted the idea the PI is an essential component required for the remedy of many ills in education (Otani, 2020). Moreover, there is little or no research regarding the student's perception regarding parental involvement. Although a significant number of studies have been conducted only with the elementary school students, but very little research has been done in the area of students perceptions regarding parental



involvement at the Middle level. Most specifically, in the Pakistani context, there is a void to fill in the domain of parental involvement at Middle level students (Aqeel, Anjum, Jami, Hassan, & Sadia, 2016).

Significance of the study:

The aim of this study is to clarify the phenomenon of the difference between recommended and taught curriculum, as well as the reasons for it. This will enable stakeholders to comprehend the situation and identify potential solutions. Furthermore, educational institutions, teachers, parents, administration, and educational boards will benefit from this research.

Literature Review

Parental involvement is known to be the blend of dedication and active contribution paid by parents for their child (Jethro & Aiva, 2012). Lack of concurrence has witnessed parental involvement due to the definition of this construct, and despite its intuitional meaning, the functioning use of parental involvement has not been clear and consistent (Wilder, 2014). Explanations given by researchers vary their different interpretations; further, the study suggests that parental involvement as "the dedication of resources by the parents to the child within a given domain" (Grolnick & Slowiaczek, 1994). Also, few other researchers define as "family involvement can be generally defined as the parents or caregivers investment in the education of their children" (LaRocque, Kleiman, & Darling, 2011). Being narrower one that views parental involvement as "parents' behavior in the home and school setting means to support their children's educational progress" (El Nokali, Bachman, & Votruba-Drzal, 2010).

On other hand, different psychologists, and educationists view perception differently, and they have given different definitions for it. Perceptions can be defined as "the interpretation and recognition of the sensory information that we receive from our brain'. It can also set as to how we process and respond to that information and then how it makes an image in our mind that produces our Perception (Borg, 1998). Furthermore, the Oxford dictionary defines Perception allows the person to convert the sensory information received to them into something meaningful and make their meaning out of it (Oxford Dictionary, 2020).

In contrast, parent-child communication deals with a continuous discussion between parent and their children regarding school-related activities and his/her academic concerns (Shute, Hansen, Underwood, & Razzouk, 2011). It also refers to parents talking to their children about things they have done in school, i.e., results of their tests, presentations, projects, or their academic progress as a whole (Caro, 2012). It also supports the idea of parents taking



out time from their busy schedule and spending it with their child to talk to them. Parents, through talk, ask their children whether they are facing any problems in school regarding their studies and try to solve them.

On other hand, students' academic performance is a critical feature of education. Generally, academic achievement is the extent to which a student, teacher, or institution has attained their short or long-term educational goals. Several indicators can be used to determine the academic performance of the students, out of which, grades are the most common and essential (Farooq et al., 2011). There are various factors from which we can determine the academic performance of students. Studies have shown a variety of aspects, inside as well as outside of the classroom—that including curricular and extra-curricular activities. Studies have two kinds of performances. The first one is on-going student's academic performance, and another one is collective students' academic performance. Both include some specific components of learning that ultimately count as a full academic performance of students. The classroom participation during on-going assessment by a teacher in the form of question-answer on one base, group task, and involvement within group tasks, homework, and other such projects which require o-going assignment comes under the on-going students' performance. Other factors or components of academic achievement align with the core curriculum of students. For instance, if a student is obliged to select his elective courses like, mathematics, physics, arts, and physical education. These all courses require standardized or inside classroom quizzes, presentations projects, and other such activities, which demand a sense of assessment and evaluation for grading purposes are some of the factors of academic performance (Jayanthi et al., 2014).

Research Methodology

The research design of the present study is a quantitative research design which was demanded a quantitative research design answer the research questions. A face-to-face structured questionnaire was implemented for the collection of data. The qualitative research relies on the collection and analysis of numerical data to describe, explain, predict, or control variables and phenomena of interest (Gay, Mills, & Airasian, 2009). The research design allows a researcher to hone on the research methods that are a perfect fit for the subject matter of and technically set up their studies to get accomplished their research objectives (Mitchell & Jolley, 2012).

While, for present research, self-developed expert reviewed Questionnaire was utilized as data collection tool. A questionnaire is one of the best tools for the collection of quantitative



analysis, and it helps to gather the precise, relevant, meaningful, and unambiguous data in the form of questions for eliciting the desired information from selected respondents (Marshall, 2005). Similarly, for the collection of data for this study, researchers used a self-developed inventory based on four themes on Likert-scale and having twenty-four (24) closed-ended questions. The first theme consists of 8 items asked for students' perception of their parents' involvement about a child's academic performance. The theme, no two consists of 8 items, inquire about the students' perception regarding parents and teachers' communication about studies. The later theme consists of five items collecting participant's perception of whether their parents talk with them about their studies or not. The last theme having four items asked respondents regarding their parents' involvement in their school activities. Firstly, tool was reviewed by the experts, and after their feedback, minor changes were made. Then it was piloted in the selective population. After getting essential reliability of the tool at the piloting stage, it was further implemented for the collection of actual data from our targeted respondents.

Validity of questionnaire

1. Face Validity (By expert)
2. Pilot Test

Table 1
 Survey Questionnaire Reliability

Cronbach's Alpha	N of Items
.804	24

The overall Cronbach's alpha value of the questionnaire used in the research on total reliability scale was 0.804, which is above the standard value of 0.70. Hence, it can be claimed that the tool of this study is reliable (Taber, 2018).

While the context of this study is a semi-government school. This School is offering co-education from ECE till higher Middle education in three different streams that are: IGCSE, Aga Khan Examination Board, and BISE Sukkur. Moreover, this institution claims that they see education and learning as a tri-partite relationship between the student, parent, and the school. Therefore, this School was the best-fitted spot for our study. Additionally, Students estimated age would be under 15 years. These respondents come from middle-class working



parent’s background, who have single or both parents are working. Moreover, they belong to the Sukkur city and its surrounding areas.

On other hand, the research population is a well-defined collection of individuals having similar characteristics (Heckathorn, 1997). Additionally, the population is generally considered an extensive collection of individuals or objects that are under the main focus of study (Salkind, 2010). For this study, a total number of populations was 140, by using the Morgan’s table the sample size of (n=102) was selected. Out of them, 54 were male respondents, and 48 were females from the grades 6th, 7th, and 8th grades from various sections of IBA Public School, Sukkur, and Sindh.

However, for the collection of data of this study “Convenience” sampling was used. It is a type of sampling technique in which people are sampled because they are “convenient” sources for the collection of data (Lavrakas, 2008). Thus, as per the need of research objectives/questions, convenience sampling technique was opted to carry out in our targeted study population. In addition, for the analysis of gathered data, we have chosen descriptive statistical analysis, using statistical package for social sciences SPSS (24) version. Descriptive analysis for mean, percentages and standard deviations of each theme as well as overall of data proceeded the data collection tool (Questionnaire) was developed by the researchers and validated by the experts for content and construct validation. After validation of the Questionnaire by both content and construct experts, it was piloted among 20 participants of the same level of the targeted population. The results of the piloted study were satisfactory, and it appeared that the questionnaire seemed natural to understand by the participants. Following that, the actual data was collected using the same Questionnaire, and data was run for reliability test using SPSS V.24. Further, the results of the data are presented in the form of pie charts and frequency distribution tables. The obtained findings were reinforced with the existing literature.

Results of the Study

Following part of the chapter will illustrate the statistical results of this study.

Table 2
 Specification of Mean

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4.5-5	4-4.5	3-3.5	2-2.5	1-1.5



Table of specification is used to ensure that a test or assessment measures the content and thinking skills that the test intends to measure. Thus, when used appropriately, it can provide response content and construct (i.e., response process) validity evidence (Frey, 2018).

Similarly, this table of mean distributions describes that the maximum score on this scale is 5 and the lowest score is 1. So, the mean score 4.5-5 lies as the strongly agree and 4-4.5 mean score considered as participants underlie in the agreed. Moreover, the mean score 3 to 3.5 mean score defines the neutral response and the mean score 2-2.5 shows that the respondent and disagree. Lastly, the mean score 1-1.5 score shows strongly disagree.

Table- 3

Factor No: 1

Mean distributions of participants' perceptions about parental monitoring on their academic performance.

Questions	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %	Overall mean	St: dev
I Perceive that parents should expect their children to spend more time on homework.	49	30	4	9	8	4.43	0.66
In my opinion, parents want their children to do most of the homework at school rather than at home.	39	48	1	6	6	4.48	0.521
I think, parents should restrict the use of social media during the exam days of their children.	36	39	15	3	7	4.25	0.740
Parents should allow using social media every time even in exams days of their children.	46	29	12	8	5	4.45	0.639



I believe children should be provided with a disturbance-free environment at their homes to study purposes.	36	3	28	48	10	3.98	.730
I think students face disturbance during their studies due to the stressful environment at home.	11	1	14	43	31	4.29	.683
I perceive that parents should expect children to secure the 1st position in their class.	15	14	15	32	24	4.0	.696
Although I get good grades in examination, yet my parents do not take an interest in my studies.	8	6	11	44	31	4.36	.641

For the first statement, majority (49%) of participants perceived that parents should expect them to spend more time on given homework and the mean score of the following statement is 4.43 and the St: dev is 0.66. For the second statement, (11%) of the participants responded that in their opinion most of the parents want their child to do homework at school rather than at home, the mean score of this statement is 3.98 and the St: dev is 0.73. Furthermore, in third statement, (39%) respondents perceive that parents should restrict the use of social media during the exam days of their child so the mean score of this statement is 4.48 and the St: dev is 0.52. The fourth statement, majority (10.8%) of the participants perceived that parents should allow using social media every time even in exam days of their child, the mean of this statement is 4.29 and St: dev is 0.68. Regarding disturbance-free environment 39% agreed that children are provided with the disturbance-free environment at their home for study, the mean for this statement is 4.25 and the St: dev is 0.70; 14% respondents perceive that children usually face disturbance at home during their studies. 46 % believed that parents should expect children to secure the first position in the class, the mean score of this statement is 4.45 and the St: dev is 0.639. While 6% view that parents show no concern to



their child to secure 1st position in the classroom, so the mean score for this statement is 4.36 and St: dev is 0.641.

Table-4

Factor No: 2

Mean distribution of participant's perception regarding parents and teachers communication about studies.

Questions	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %	Mean	S. Dev
I think parents should regularly check the daily diary of their child and put their signature on it.	38	31	11	11	9	4.29	.77
I think parents are less concerned about checking the daily diaries of their children.	33	44	9	10	4	4.26	.59
Parents should make sure that their child has completed the assigned daily diary work.	29	46	14	6	4	4.15	.65
I perceive parents often involve their children in other activities due to the fact that they have less concern about their daily schoolwork.	40	37	12	8	4	4.30	.65
I think parents should often manage to give a response on time to the information letters sent by teachers.	11	15	16	47	12	4.16	.63
Parents usually delay responding to the	12	12	17	34	25	4.04	.77



information letters sent by teachers.							
Parents should make efforts to keep a good relationship with the teachers.	10	29	24	23	13	3.91	.70
I feel parents give less importance to the academic suggestions given by teachers.	4	4	17	54	21	3.97	.66

This table presents the mean scores of the statements related to students' perception regarding parents and teacher's communication about their studies. For the statement no one majority (38%) participants agreed parents should regularly check the daily diary of their child and put their signature on it, the mean score of this statement is 4.29 and St: dev is 0.77; whereas 11% participants think that parents are less concerned about checking the daily diary of their children, so the mean score of this statement is 4.16 and St: dev is 0.63. For statement no 2 (44%) respondents feel that parents should make sure that their child has completed the assigned the daily work, so mean to this statement is 4.26 and the St. dev is 0.59; however 15% respondents perceived that parents often involve their children in other activities due to which they have less concern about their daily school work, its mean score is 4.16 and the St dev is 0.63. Statement no3 have 46% participants feel that parents often manage to give a response on time to the information letters sent by teachers, mean score of this statement is 4.15 and St: dev is 0.65; on the other hand, 10% agreed that parents usually delay responding to the information letters sent by teachers, the mean score is 3.91 and St: dev is 0.70. For statement no4 40% believe that parents should make efforts to keep a good relationship with the teachers, mean score of this item is 4.30 and st: dev is 0.65; moreover 4% respondents feel that parents give less importance to the academic suggestions given by teachers, its mean score is 3.97 and st: dev is 0.66.



Table-5

Factor No: 3

Mean distribution of participant's perception regarding whether parents talk with their children about their studies or not.

Questions	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %	Overall mean	St. dev
I think children should always be asked about their classwork at home by their parents.	43	27	11	12	7	4.38	.66
I perceive that parents have other important topics to discuss at home except study discussions	8	8	6	49	29	4.06	.67
Parents shall ask detailed questions about the child's assignments or projects for checking their work progress.	24	36	28	3	8	3.99	.77
Parents are less concerned about child's assignments and projects.	11	4	14	45	26	4.21	.72

This table shows the percentage and mean scores on whether parents talk with their children about their studies or not. For statement no1 43% contributors agree that children should always be asked about their classwork at home by their parents, its mean is 4.38 and st: dev is 0.66. For statement no2 49% agree that I perceive that parents have other important topics To discuss at home except study discussions, its mean score is 4.06 and st: dev is 0.67. For statement no3 36% participants agree that parents shall ask detailed questions about the child's assignments or projects for checking their work progress, the mean score of this statement is 3.99 and st: dev is 0.77; on the contrary to this 11% contributors feel that parents are less concerned about child's assignments and projects, its mean score is 4.21 and st: dev is 0.72.



Table-6

Factor No: 4

Mean distribution of participant's perception regarding parents' involvement in a child's school activities.

Questions	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %	Overall mean	St. dev
I think parents need to attend Parent-teacher meetings (PTM) conducted by their child's school.	55	18	12	6	9	4.37	0.78
I ought to say that due to a busy schedule of parents, they often miss the parent-teacher meeting (PTM).	14	18	25	35	9	4.00	.61
I think parents usually do a phone call to teachers to know about their child's academic progress.	23	35	29	10	3	3.88	.83
I think parents should limit the frequent phone-calls to teachers because one call is enough once in a year.	11	16	15	28	30	4.21	.72

This table shows the mean score and percentage about perception regarding parents' involvement in child's school activities. For statement no1 55% respondents agree that parents need to attend Parent-teacher meetings (PTA) meeting, its mean score is 4.37 and st: dev is 0.78; whereas 14% thought that I ought to say that due to a busy schedule of parents, they often miss the parent-teacher meeting (PTA) meetings, its mean score is 4.00 and st:dev 0.61. For 2nd statement 35% feel that parents usually do a phone call to teachers to know about their child's academic progress, the mean is 3.88 and st: dev is 0.83; while 16% feel that parents should limit the frequent phone-calls to teachers because one call is enough once in a year, the mean score of this statement is 4.21 and st: dev is 0.72.



Table-7

Overall Factors Mean Distributions

S.no	Factors	Mean Score
1	Factor 1	4.27
2	Factor-2	4.13
3	Factor-3	4.16
4	Factor-4	4.11

The overall mean score of the findings of factors is given here. For the factor-1 the overall mean (4.275) suggests that most of the students perceive that parents monitor them for keeping balance in their academics. Furthermore, for factor-2 (4.135), indicates that mostly students believe that their parents should communicate with their teachers as it will have a positive effect on their AP. Also, factor-3 (4.16), suggests that students perceive that parents take interest in their studies, and they are open for communication. Lastly, for the factor-4 (4.115), depicts that students in larger extent perceives that parents should take interest and involve in school activities that will enhance their AP. So overall findings of this studies suggest that students perceived; Parents should monitor their child's studies. There should be a parent-teacher communication and Child-parent communication parents' involvement in school activities is essential.

Discussion and Analysis

Results of the theme, one of our studies indicates that for the first statement, the majority (49%) of participants perceived that parents should expect them to spend more time on a given homework. That correlates with a study that indicates parents hope their children to provide more time to their homework. Many pieces of research claim that parents are more concerned about knowing a teacher's expectation about their child and parents' role as parents in helping at homework. Moreover, it has been widely seen that parents want their children to improve in their studies and ask their teachers to give them individualize homework assignments. Similarly, argued that some students are weak in their education and might need the assistance of their parents in their homework. Further, parents who are more alarmed about their child's progress also want to know about the types of assignments the child is receiving from the school as well as the purpose of assignment and teaching methods used in the child's classroom. Parents usually blame schools for not giving homework to their



children because they understand the need and the importance of the homework in their children's academic achievement (Silinskas & Kikas, 2019).

Besides, findings suggest that parents like to involve in their children's homework because they know the fact that it will help their child to groom and will make a positive difference in their academic achievement. Parents' involvement in their children's homework can be of many types, from guiding them to help them to complete their homework. Parents' homework involvement tends to have a positive effect on children's attitudes about homework perception about personal competence, self-confidence, and academia as a whole (Hoover-Dempsey et al., 2001).

Restrict the Use of social media.

Results of the theme one of another statement/item of our study, indicates that (39%) respondents perceived that parents should restrict the use of social media during the exam days of their child so Likewise, a study suggest that, while using social media, quality matters as compared to the quantity when the discussion is about young student (Talaue & AlSaad, 2018). Moreover, supporting the above finding statement, Kubey, Lavin and barrows (2001) found that excessive use of social media for entertainment affects students' academic performance. Also, they stated that children who make unnecessary and excessive use of social media are likely to stay late at night, resulting in missing out the morning routine classes. Researchers have skeptically determined that too much use of social media has despoiled impacts on students' academic performance. Furthermore, spending more time social networking, chit chat is wasting their precious hours of study; hence their time management aspect for completing the assigned tasks is rendered. It is observed that students' who keep a frequent check on social media notifications result in being concentration deficit, which adversely impacts their studies (Kubey, Lavin, & Barrows, 2001).

Letters to Parents by School

The results of the second theme indicate that 46% of participants felt, parents often manage to give a response on time to the information letters sent by teachers. Similarly, according to the study by Sweden scholars, he found out two factors; one is that schools have become more accountable, and the second is, parents have started showing more concern about their children's education. Furthermore, teachers demand more responsibility; hence parents should get more involved in schooling. The effective way of making parent-teacher relations stronger is to let them know students' progress and concerns through collective letters.



Academic information letters offer insights into children's current academic achievement, and parents to show up involvement in the educational activities of their child. Furthermore, this research has divided letters job into three different segments. The teacher's job is to plan and accomplish teaching. Children's responsibilities are to participate in their education. The parents' responsibility is mainly to read information, send things with the children to school, and help out with homework. For instance, "If any exercise causes big problems and you have to help out, it is good if you make a note about it in the homework book. It is fine to skip the exercises that are too difficult; we will go through them together in class on Thursdays. Your parents are not supposed to do the homework" (Gartmeier, Gebhardt, & Dotger, 2016).

Parents Check Diary of Students

The findings of the first statement of second theme indicates that (38%) perceives that their parents found important to check daily diary of their children and put the signature on it. Similar to this a study suggest that those parents are considered to be fully involved in the academics of their children, who check the daily diary of students (Zhang & Zheng, 2017).

Parents Should Make Efforts to Keep a Good Relationship with Teachers

The findings of the second theme of another question show that 40% believed that parents should make efforts to keep a good relationship with the teachers. These findings of our study demonstrate a correlation between many studies that have found, when parents contribute to the learning of their child, it will be a higher chance for their child to become a successful person in this world. The functional relationship between parents and teachers plays a vital role in shaping the younger generation brighter. Epstein (1995) describes that the relationship between parent and teacher can give better support in the development of the school. When parent-teacher links are right, then it will leave a good impact on the school's reputation. Through one-way communication, teachers inform the parents about different activities that look related to their studies like their progress, their participation in the class, and the events. Communication is a network through which a teacher can share the development of students with their parents. The interaction between parents and teachers and the consciousness of parents related to the education of their child reveals that parents are contributing to their child's academics. (Gelfer, 1991).



Asking Questions Regarding Homework

The findings of the third theme suggest that (43%) contributors agreed that children should always be asked about their classwork at home by their parents. Correspondingly, a study of Jayanthi et al (1995) states that parents assisting their child, asking clarifying questions regarding their classwork, enhances and encourages their motivation to excel in academic activities, and also it helps to retain the work they did in the class. Researchers are also observing it, that parental involvement in terms of investigating what the child does or studies in class proves to be the main component to help students stuck and concentrate on their work. Cooper coined the term "home-based involvement" that bridges the gap between free time and homework time, which is monitored by parents to keep the child on an academic track.

Asking Detailed Questions about School Work

Findings of the third theme of another statement/item reveal that (36%) participants agreed that parents should ask detailed questions about the child's assignments or projects for checking their work progress. This finding is supported by numerous studies that indicate, and parents get themselves involve in their children's school achievement by keeping check and balance on their daily assigned assignment and projects. Parents show their involvement by asking a detailed question from their children regarding their plans and overall school progress. This meaningful conversation between parents and children turns out to be a miles stone in uplifting the academic achievement of their children (Booth & Dunn, 2013).

Attending PTA Meetings

The results of the fourth theme of our study illustrate that 57% of respondents agreed that parents need to attend Parent-teacher meetings (PTA) meetings. These illustrations are supported and proved by various studies. For instance, PTA meetings are well-defined as face-to-face communication between parents and teachers to part information about a child's total progress. (PTA) the conference is one of the features, which contributes to establishing agreement, management, and harmonization between parents and teachers, which directly impacts the performance of a child in his/her academics (Javed, Eng, Mushtaq, & Hashim, 2012). Mohammad Akram and Uzma Munawar stated that association of parents with school management and teachers in students' academic programs nurtures the quality of education; also it has been discovered that school and Home partnership epitomize a substantial influence on a young child (Shaker, Javed, & Munawar, n.d.). According to Javed and



Muhammad, teachers and parents are the most important stakeholders who perform their roles in the development of the students' general personality, academics, and social training. The progression of learning is not entirely accomplished unless both the stakeholders are not playing their roles proficiently (Javed et al., 2012).

Conclusion and Recommendation

First of all, the present study discusses the pivotal role of parental involvement in the academic performance of children at the Middle level. Next, the perceptions of Middle level students are also taken into account. Moreover, it was essential to conduct this study to come up with actionable solutions to maximize the role of parents for influencing the academic performance of students at the Middle level. Thus, the supporting literature contributed a lot in identifying the views of various intellectuals and researchers about different the concerned topic. Moreover, several aspects of parental involvement were also identified that claims to add an impact on academic performance of students around the age of 11-13 years. As well, the quantitative research design has proven to be the most acceptable method for conducting this study, using a questionnaire as a research instrument.

Furthermore, the findings obtained from the present study were positive regarding students' parental Monitoring about child' studies, parent-teacher communication, child-parent communication, and parents' involvement in school activities. Lastly, the overall results of this study show that according to students' perception, parental involvement holds great importance in their academics.

To conclude with the limitations of the study are that this study focuses only on the semi-government public school in the context of district Sukkur, results and findings may vary as per the school category or the region. Also, the present study the working status of students' parents', i.e. single parent or both parents working is not kept under consideration. Moreover, this study does not imply orphan students. Presents study recommends some actionable measures to increase parental involvement in Middle level students' academics. The first and the foremost step is that school policies should clearly define the role of parents and communicate this policy documents to parents. At the beginning of every academic year, orientation sessions should be held to make parents know about the importance of parental involvement. Besides, teachers must be trained to communicate effectively with parents regarding every minute aspects such as child's readiness, homework completion, task



completion, the task-to-task performance and a result of a child's in academics. To finish, parents should limit the screen time of their child during their study hours.

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