

BARRIERS HAMPERING HOME-SCHOOL RELATIONSHIP AT SECONDARY SCHOOL LEVEL

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ABSTRACT

Parent-school collaboration is collectively referred to as the "home school relationship." Here, kids live comfortably and in accordance with their own preferences. In partnership with the school, they share ideas about how best to support the children's academic progress and daily classroom experiences. The Home-School Relationship provides information about what the school expects from homes and vice versa. Their effectiveness is based on the parental support and the home role that parents play in the school. Knowing the current state of the relationship between parents and schools, comprehending the impact of parent-teacher conferences on children's academic achievement, examining the obstacles in the home-school relationship, and making recommendations were the main goals of the study. Six sampled districts' students and parents answered a series of questionnaires to provide the primary data. One-way ANOVA and the Chi-square goodness of fit test were used to evaluate the data. Research has shown that consistent parent-teacher conferences have a significant impact on pupils' overall academic achievement. They did, however, believe that there are certain obstacles that impede the home-school interaction, such as the parents' hectic schedules, poverty, and attitude toward their children. It was suggested that the concerned department send out a circular letter stating that parents are required to attend the school once a week. Additionally, it was advised that parents provide their kids the attention they need when it comes to school-related issues, as this will help the kids' academic performance.

Key Words: School, Home, Parents, Barriers, Relationship, students.

INTRODUCTION

Cooperative behavior between parents at home and teachers at school was very helpful for home-school connection. They have worked together with the school and shared ideas about how the pupils should be studying and performing in a regular classroom setting. What the school expect from homes and vice versa is shown by the home-school interaction. Their effectiveness is reliant on the support of parents and the role that the home plays in the school. In order for pupils to learn and for their reflection to demonstrate how far they have come, parents play a critical part in the educational process. The relationship between the home and the school encompasses not only the interaction between the two, but also the relationships between parents, teachers, principals, and students. Establishing a

good rapport between the school and the local community is the school's primary responsibility. The interaction between the home and the school helps students accomplish better academically, but it can also make the performance gaps between social classes wider. In order to help students acquire certain communication skills, parents can engage in a range of interactions and exchanges. When parents work together with the school administration, they can teach their kids new cultural games and help them grow academically. Positive relationship between the school and home surely enhance the students' achievements and performance as both the spiritual and natural parents motivated the children so they focused on their main aims and get good marks (Nieto, 2004).

Similarly, Harris and Goodall (2007) supported that if parents helped their children in education then it will create their children interest in learning and more positive outcomes. School can create such opportunities for the parents to communicate to the students. Epstein and Sheldon (2006); explain home-school relationship as a multidimensional process covering all areas of students' educational development. This will not only help to increase the moral and character development of the children but also their mental development. Such a healthy relationship between the school and teachers might prove helpful for the learning outcomes. School-community relationship has gained importance in the recent past in Pakistan as without parent's involvement students' potential development cannot be optimized.

Objectives

The study's objectives were:

Determine Pakistan's current state of the home-school relationship.

To comprehend the barriers that a good home-school partnership faces.

To recognize the role that parent-teacher plays in creating a healthy home-school dynamics.

To recommend some preventative measures to address the issues.

Research Questions

How are the home-school relationships doing right now in Pakistan's various schools?

What main obstacles exist in the school-home relationship?

How can instructors, parents, and students foster positive home-school relationships?

What steps are required to strengthen the bonds between the family and the school?

LITERATURE REVIEW

The school-home link gives teachers and parents a chance to bond. As a result of this bonding, parents may easily speak with teachers, share their children's concerns with them, and generally help to improve society (Christenson & Sheridan, 2001). It was observed that the improvement of the educational system depends equally on the relationship between parents and teachers. Frequent communication between the teachers and the school improves the

learning of the pupils. It was clear that if parents and educators talked about their children's social, emotional, and physical behavior, the students' behavior would improve and their way of thinking and living standards would rise (Kathy.B, Grant & J.A.Ray; 2010).

Positive and cooperative relationships between parents and students are the foundation of good achievements (Harris & Goodall, 2007). In a similar vein, Anderson and Minke (2007) found that parents' active involvement and participation in their children's education is the primary factor that has an impact on students' learning.

Walker et al. (2005) suggested that children were motivated by their parents' positive reinforcement. As a result, they become more engaged in their studies, and this engagement helped them to accomplish their predetermined goals and objectives. Parental participation in a variety of school activities helps to preserve and protect local cultures across a wide region. When parents give their children the attention they need, they become more self-assured about their schoolwork and have a greater grasp of their surroundings, which helps them achieve both the general and specific goals that they set for themselves (Comer, 2000).

Parents showed little concern for their children's education. Even though time is the most precious gift from Allah Ta'ala, some parents find it challenging to interact with educators and the administration. A heavy workload prevented parents from going to school. It was found that the parents' disinterest kept them from communicating with the teachers and the school. The study also discovered that parents' work-related worries significantly impeded their ability to attend school when administrators needed it, as their immediate supervisors would not permit it during business hours (Jadoon, N.M & Nasrullah, 2021).

In reality, studies have shown that positive home-school relationships have a positive influence on children's perceptions on schooling as well as their socialization. Additionally, it demonstrated the positive effects of a healthy home-school dynamic on children's progress throughout their lives, especially for students who are included in the category of "abnormal children" (Kochhar- Bryant, 2008). When parents called to address their children's problems, the principal and instructors did not schedule a meeting. There may be certain gaps in the

children's education if they are unable to receive information about their children due to business or employment-related concerns. Parent awareness raising initiatives such as advice conferences and meetings can help parents support their children's academic progress (Hertz- Lazarowitz and Horowitz, 2002).

According to Devies (2000), the phrase "home environment" refers to well-designed and supportive home environments that offer all the necessary resources for children's improved educational development. Every child has an equal opportunity to engage with their parents at home. They can confide in them about their issues, ask for money without feeling awkward, receive their parents' love for free, and see their parents as compassionate beings. Research findings indicate that favorable relationships between all family members, including those between parents and their offspring, have a significant impact on students' academic performance and achievement. A healthy relationship enables kids to concentrate on their objectives, which enables them to meet their set goals.

According to Hayes and Chodkiewicz (2006), parent-teacher communication has to be improved, and as a result, some strategies for positive parent-teacher communication need to be developed. As a result, educators and parents will be able to determine the best means of communication to enhance their children's learning.

Improved communication with parents generally helps us to develop the family to support the School and to encourage routine collaboration and relationship with homes. If the school has regular connections with homes and families, then students' success is achieved to a greater extent. In order to make the education as priority and the good relationship of the parents and teachers show that which level of education they are getting in the schools. Positive relationship indicates that families contribute for the academic development of the children (Christenson & Sheridan, 2001).

Schools are focusing on building up a successful relationship with families for better achievements of student's learning outcomes at the secondary level. Although the relationship among the parents and teachers has great impact on the students learning but there is no yet exact study which revealed that how

much affective this relation is (Kohl et al., 2000).

Studies revealed that those students who get parents attention in their studies have greater scores in academic activities as compared to the students whose parents did not take interest in their children educational activities (Bryan; 2005). And it is also a real fact that along with parental involvement others factors like conducive teaching learning environment, favorable economic expenditures help the students to be good in cognitive development, academic performance and language development (Wong & Hughes; 2006).

Research studies indicated that home school relationship plays an important role in the overall development of the children. Home school relationship is not small word but it is a term and it has vast meanings. It does not only about the god interaction between home and school but it is about all the activities performed by the school and home, parents are supporting them in all possible ways (Patrikakou, W, Redding and Walberg, 2005).

Similarly every culture has its own priorities so if teachers in the honor of those particular area students held any such activity which belongs to that particular area help the students to feel good, it might seem that parents in a particular culture have different rules and regulations for the children as compared to the other one, then if teachers call meeting and discuss with parents the overall school rules then parents may feel secure to send their children in that particular school (Linden, 2010).

Parents in the life of children have a great role as facilitator. They facilitate children in mathematics especially, mathematics being a boring subject needs full parents' attention to repeat exercise in the presence of teachers and thus create interest for that subject. Similarly, other skills development programs related to the children also need parents' attention. Parents are to take care of their children at home while keeping in view that they need their help in study their school work and also they need some motivation for doing their homework effectively at home with ease and interest (Henderson & Mapp, 2002).

Nazish et., al. (2016) Parents didn't often read books with their children and encourage their children to read on their own. Parents were not informed by their children about the daily academic activities. Parental involvement in the school activities has great

importance in the long run of life. Besides this community involvement has also its role to develop positive relationship among the school and parents (Linden, 2010). It is an admitted fact that good home school relationship facilitates the children learning and thinking skills. All the research workers and school teachers were accepting the importance of good relationship between teachers and the students. Home school participation in communication with both the parents and teachers plays a vital role in the educational and other guiding, decision making and mentoring processes.

There are many evidences about the fact that parental involvement in the learning of the children impact positively to enhance the academic achievements (Wong & Hughes, 2006); so there is useful bonding between the students and their academic achievements, grade improvements and making the students more competitive with parental cooperation. Levine (2006), revealed that if parents are not emotionally attach with the children this may lead to the lower grade level of the children or the failure, and thus failure lead to the disappointment of the children and their self-esteem or ego also hurt as a result they go to the phase of pessimism. According to research, teachers who receive pertinent training can effectively foster home-school relationships by using their talents to mobilize communities and persuade parents to support their children. (Romi, 2000).

Methodology of the Study

It was a descriptive study which investigated the

No	Statement		Yes	No	Total	X2	Df	P-value
1	The school keeps in constant communication with you regarding your child's problems.	Freq	195	45	240	93.750 ^a	1	.000
		%	81	19	100			
2	Your participation in schools' meetings	Freq	72	168	240	38.400 ^a	1	.000
		%	30	70	100			
3	Teacher share information timely.	Freq	179	61	240	58.017 ^a	1	.000
		%	75	25	100			
4	Your cooperation with principal	Freq	84	156	240	21.600 ^a	1	.000
		%	35	65	100			
5	Childs attendance is monitored by you	Freq	24	216	240	153.600 ^a	1	.000
		%	10	90	100			
6	Diary is checked by you	Freq	73	167	240	36.817 ^a	1	.000
		%	30	70	100			
7	You inquire about school activities with your child.	Freq	72	168	240	38.400 ^a	1	.000
		%	30	70	100			

current status of home-school relationship and analyzed the barriers between home-school proper communications at secondary school level in KP Province.

Population of the Study

The population of the study comprised 105193 students of 10th class, and Parents of the current enrolled secondary students in Khyber Pakhtunkhwa Province of Pakistan.

Sample of the Study

The Sample was selected by applying stratified technique. The sample consisted 2164 students of class 10th, and 2164 Parents of these Students located both in rural and urban areas of Government Boys' High School in the sampled districts.

Research Instruments

data were obtained from the sampled Students and Parents of the students of government boys' high schools in six sampled districts of Khyber Pakhtunkhwa Pakistan.

Data Analysis

A chi-square test of goodness-of-fit was performed to determine whether the five options (Strongly Agreed, Agreed, Undecided, Disagreed & strongly disagreed) were equally preferred.

Table 1

Parents Responses about home school barriers

Yes	No	Total	X2	Df	P-value
195	45	240	93.750 ^a	1	.000
81	19	100			
72	168	240	38.400 ^a	1	.000
30	70	100			
179	61	240	58.017 ^a	1	.000
75	25	100			
84	156	240	21.600 ^a	1	.000
35	65	100			
24	216	240	153.600 ^a	1	.000
10	90	100			
73	167	240	36.817 ^a	1	.000
88	13	100			
72	168	240	38.400 ^a	1	.000
30	70	100			

8	participation in Teachers Parents Meetings	Freq	49	191	240	84.017 ^a	1	
		%	20	80	100			.000
9	Teachers encourage you	Freq	180	60	240	60.000 ^a	1	
		%	75	25	100			
10	You satisfied from teachers & principals	Freq	180	60	240	60.000 ^a	1	.000
		%	75	25	100			
11	School staff give you attention	Freq	192	48	240	86.400 ^a		.000
		%	80	20	100			
12	Students' behaviors discussed in (PTMs).	Freq	192	48	240	86.400 ^a		.000
		%	80	20	100			
13	"Insufficient Time" is a barrier	Freq	195	45	240	93.750 ^a	1	.000
		%	81	19	100			
14	Attitude is a major barrier	Freq	60	180	240	60.000 ^a	1	.000
		%	25	75	100			
15	Job is a barrier for you	Freq	192	48	240	86.400 ^a	1	.000
		%	80	20	100			
16	Poverty level is a major barrier in communicate	inFreq	143	97	240	8.817 ^a	1	.003
		%	60	40	100			
17	Job schedule is a barrier	Freq	180	60	240	60.000 ^a	1	.000
		%	75	25	100			
18	School's environment" is a barrier to interact	Freq	66	174	240	48.600 ^a	1	.000
		%	27	73	100			
19	Qualification is a barrier for you to interact with the school.	Freq	144	96	240	9.600 ^a	1	.002
		%	60	40	100			

According to the table data, parents felt that the school was communicating with them regarding their children's issues. The majority of parents expressed satisfaction with the information provided about their children, but others expressed dissatisfaction with the school-home link due to their complete ignorance of the subject. When there is a strong bond between the home and the school, the home-school relationship performs well. In order to improve their children's performance, parents should be involved in school affairs. Parental involvement in school activities will increase if students are motivated by worthwhile activities. Parents' involvement in their children's education can have a favorable effect on their secondary school learning outcomes. Parents assist their children in their academic endeavors. Many of them also concurred that they couldn't work with the principle on your child's issues because of specific reasons. The findings demonstrated the critical role that education plays in fostering and elevating students' achievement. The outcome emphasizes how education is favorably correlated

with kids' academic success. The responses to the question concerning your child's daily attendance were unsatisfactory and indicated that parents had little interest in going to their kids' schools. It was also agreed upon by parents that when necessary, school heads would invite them to school-related events from their offices. They disagreed that they were enquiring about their kids' daily assignments and classroom activities from school. The majority of parents, according to their responses, worked well with instructors and students.

Data made clear that although parents agreed about the news and information from the school offices, they disagreed about the responses from them because of their jobs, hectic schedules, and lack of interest in this particular field. They believed that the school should teach and mentor their children in all relevant matters independently. Parents retorted that these parent-teacher conferences were essential and enhanced the pupils' academic achievement. The data analysis showed that parents were happy with how the principals and teachers interacted with each

other. Various forms of communication were employed in interactions with principals and instructors. It turned out that parents were happy with the manner the teachers communicated with them. The majority of parents agreed, as indicated by the results in the above table, that schools should promptly communicate with them about any issues pertaining to their children. However, a lack of education and a heavy workload made the majority

of parents reluctant to send their children to school. The feedback from parents indicated that the administration of the school agreed with them. An important part of school management was school administration.

Table 2.
Students Responses about home school barriers

No	Statement		SA	A	U	D	SD	χ^2	P-value
1	Parents discuss your problems With Teachers	Freq	20	47	5	104	64	125.542	.000
		%	8	20	2	43	27		
2	Principal calls you to office	Freq	73	107	23	16	21	135.083	.000
		%	30	45	10	7	9		
3	You discuss school problems with parents	Freq	76	92	25	20	27	93.208	.000
		%	32	38	10	8	11		
4	Parents, Teachers and Principal appreciate you	Freq	94	100	23	15	10	161.792	.000
		%	38	42	10	6	4		
5	Parents, Teacher and Principal Check your diaries and home.	Freq	55	89	17	55	24	69.083	.000
		%	23	37	7	23	10		
6	Principal maintain a regular contact with your parents.	Freq	68	106	22	26	18	121.333	.000
		%	28	44	9	11	8		
7	Your parents attend school on the results day.	Freq	60	108	12	47	13	130.542	.000
		%	25	45	5	20	5		
8	parents present with you at the time of your admission	Freq	48	120	18	37	17	149.292	.000
		%	20	50	8	15	7		

Df=4, n=240 and p<.05 in all cases
 A chi square goodness of fit test revealed that the students' opinions differed among the five choices. The five selections were not all equally favored, as table data demonstrates. Responses from the participants varied considerably in favor of "Agree" in every scenario. In general, better contact with parents aids in the development of the family to support the school and promotes regular cooperation and a positive relationship with the households. Students succeed more when schools maintain regular communication with homes and families. For this reason, a strong home-school relationship is closely linked to students' academic, social, and behavioral abilities. It was observed that the parents' presence in the school at the time of admission was required by the school administration. Students need to be aware of the school's infrastructure and system. Additionally, they had the choice of whether or not

to let their kids run this institution. Students stated that they were recognized by parents, instructors, and school administrators for their improved academic growth, and that this encouragement inspired them to continue working toward advancement. The statistical data made clear what the principals employed to keep in constant communication with the teachers and parents. so that youngsters can get in touch with their parents in the event of an emergency.
 The academic achievements of the student at secondary level are largely depend on the active participation on part of their parents. Study revealed that parents did not take interest in their children education. Time is the precious gift of Almighty Allah but some of the parents could not interact with the teachers and school management. Parents could not go to the school due to over workload. It was

revealed that parents did not interact with the teachers and school due to the lack of interest.

Findings, Discussions, Conclusions & Recommendations

Findings:

Parents were permitted to make comments during the parents-teacher conference, and such suggestions were taken into consideration.

It was reported that parents participated in the many school-related activities of their children.

The home-school relationship was not significantly impacted by the school environment or communication abilities. Parents' workloads mostly interfere with their ability to communicate with the school administration, 53% of parents agreed. In a similar vein, parents and students encountered these problems.

Pupils stated that their parents routinely attended parent-teacher conferences. They learned about the kids' development and, in the event of poverty, helped them.

DISCUSSION

Parental involvement may take many different forms; it can occur at home, at school activities, or in other ways that parents see fit for their kids. Parents of students involved occasionally accept significant effects from their parents' lives on themselves. Parental involvement in their children's at-home activities has a favorable effect on their learning outcomes. The interaction between the home and the school was a multifaceted process that involved many areas of shared duties at the home and community. Parents were unable to communicate with the school administration to learn about their children's activities. Instructors contacted parents to talk about their children's problems with their studies or occasionally with their behavior, but the parents were unable to respond politely. Children who are productive can learn to solve difficulties if their parents and teachers talk to one other and discuss the children's problems.

Children succeed more when schools maintain continuous communication with homes and families. A positive working relationship between parents and instructors also helps kids gain the trust of one another, which in turn allows them to contribute to the nation's advancement. Additionally, this will

support the pupils in improving the kids' overall growth. Establishing a strong rapport between families and schools required a lot of trust. The constructive parental dialogue was crucial in advancing the academic progress of the students. By encouraging families to support the school and fostering an open discussion between parents and teachers, schools are making great efforts to improve interactions with parents. Schools are putting more of an emphasis on developing strong relationships with families in order to improve secondary student learning results. Due to their lack of appropriate professional training and their disinterest in the local community, instructors were also found to be least interested in forging close bonds with the parents of their kids.

Due to their poverty, the parents were unable to attend school meetings. Because of their poverty, they were hesitant to accept the clothes they wore. They even lacked the kinds of lifestyles that would have allowed them to compete with their peers. They missed the meeting because of this, and as a result, they were unaware of their children's performance status at the time. Youngsters bemoaned that their parents showed no interest in their education. They didn't inquire how their kids were doing; they were too preoccupied with their own formal responsibilities. Instructors are crucial to the overall growth and development of the students. He recognizes the issues that their pupils have and provides a helpful solution for that particular issue. He treated the pupils as though they were his own. Teachers have an obligation to master social skills since schools are institutions of learning where students from diverse backgrounds attend. They exchange customs and cultural practices with one another. The children's cross-cultural contact allowed them to expand their perspectives and lifestyles. Certain indigenous games from a specific culture may be taught to other kids when there is a cultural invasion. However, the collaboration of the instructors and parents is required for all of this.

CONCLUSIONS

For the purpose of fostering students' learning, the home and school were crucial. By encouraging families to support the school and fostering an open discussion between parents and teachers, schools are making great efforts to improve interactions with

parents. Schools are putting more of an emphasis on developing strong relationships with families in order to improve secondary student learning results. The research also asked whether there were any barriers in the interaction between the family and the school. According to the findings, each of the four respondents acknowledged that there are certain obstacles in the home-school interaction.

It was great that parents brought up the issues their children were having with their instructors. Instructors talked about the issues facing their pupils and offered helpful advice for their improvement. In certain places, parents had to be present on the day of the results. Parents ensured their children's attendance and kept track of their progress. It was made clear that parents had to be present when a child was admitted. After receiving complete information about the school, parents granted their consent for their children to attend.

It was made clear that parents' work commitments prevented them from attending the conference. They were unable to learn about their kids' sluggish progress. In certain schools, the home-school partnership process has become inefficient as a result of parents' infrequent interactions with the schools. The survey also revealed the startling and fascinating fact that a large number of parents lacked enough coordination and control over their kids.

RECOMMENDATIONS:

Parents were seen to be reluctant to speak with the school administration when they were asked to appear in times of emergency or when their presence was necessary for their children's education.

Regardless of scheduling issues, parents were urged to schedule at least one day of school each week or month for their kids to learn about education.

Since parents' children are a valuable resource and the issue of workload and livelihood was also found to be a significant impediment, it was suggested that parents arrange their work hours in order to connect with the schools.

The study found that one of the main obstacles to positive home-school interactions was parents' lack of coordination with their kids at home. As a result, it was advised that parents build strong collaborative coordination with their kids at home.

It is advised that parents should use extreme caution when obtaining information concerning their

children's test scores. Parents need to encourage their kids to make better development and show appreciation for their improved performance. To address that particular issue, they must assist the instructor in diagnosing the pupils' problems.

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