

Exploring factors influencing parents' attitude towards primary level education in District Harnai, Baluchistan

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ABSTRACT

The current study was conducted to explore the Factors Affecting Parents Attitude towards Their Children Education at Primary Level in District Harnai-Baluchistan. The main objective of study was to assess the factors which influenced the parental attitude towards their kid's education. It was cross sectional study; the study population was parents of children studying in the public and private schools. The sample size consisted of 260 parents. A predesigned well-structured questionnaire was used. It consists of four sections; the first section described demographic data. The questions in the second part are on parents' attitudes about education. with four-point Likert Scale (1=strongly disagree 2= Disagree, 3= Agree, 4=Strongly Agree). Third section consists of questions Parent Involvement with five-point Likert scale (1=Strongly Disagree, to 5= Strongly agree). Fourth section consists of questions related to Factors Involving Students' academic achievement. The items are rated on a 5-point Likert scale of strongly disagree (=1) to strongly agree (=5). Collected data were analyzed by using t-test, One Way ANOVA and regression analysis. The result showed that parental attitude has 63.3% relations towards children academic success. Parental interest in and support of their children's education was found to be crucial to their children's academic success. Parents' perspectives on education, involvement in their children's education, and academic success vary by gender, age, education, number of children, and socioeconomic status. The key causes that impede the literacy rate have preoccupied the minds of the parents, who have subsequently shaped their children's outlook. In conclusion, it is clear from studying parents' perspectives that they are highly susceptible to social pressures, as the vast majority of them are themselves uneducated and unaware of the value of a good education for their children. Based on findings it was recommended that institutions must take the appropriate steps to ensure that parents are encouraged to participate in the education of their children and the development of their reading abilities.

KEYWORDS

Parents Attitude, Children Education, Primary Level, Likert Scale

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INTRODUCTION

Children are the future of any nation, and their success is determined by the education they receive today, which they will apply to themselves or the future of their country. As a result, any nation must prioritize children's education. Parents who participate in their children's education at home will see improvements in their academic performance. Both parents and students play important roles in classroom instruction. Involvement from parents in their children's schooling is often met with pleasant and encouraging outcomes for everyone involved. In this respect, they are often intertwined and act in accordance with their own parental attitude, which is conveyed through the display of mutual confidentiality concerning the children's talents and general capacity to learn, and which, in turn, leads to the children's academic success in what can be a challenging process. Therefore, parents should take a more active role in helping their children with homework, as this is one of the most effective ways to promote their children's academic achievement. Therefore, this factor significantly affects family connections and children's healthy growth and development (Matilov & Naum, 2002) (Partin, 2017).

Parental involvement refers to their participation in one or more school-related activities, such as parent-teacher conferences, volunteering at the school, assisting their child with homework, encouraging their child to improve their grades, and so on. Parents must be involved in every element of their children's education since their influence on them is permanent (Reininger, 2017). It is stated and proved that parents who have high expectations of their children, speak with them regularly, and drive them to attain the greatest results in all they do obtain superior results (Stagelin, 2002).

A person's attitude can be defined as the degree to which they convey a favorable, negative, or neutral evaluation of something. It's a means to express whether they find any aspect of a certain person, location, product, or event to be positive or negative (Wilson, 2009). The term "attitude" refers to behavior that is based on conscious or unconscious mental beliefs that have developed over time (Venes, 2001). The family impacts the child's social integration, and four key parental responsibilities have been identified: parents as educational decision-makers, parents as caregivers, parents as instructors, and parents as



advocates. Because a parent's attitude matters so much, it's crucial that home and school collaborate closely, especially for children with impairments.

The role of parents should be to actively support and enhance educational processes. Bogunović and Polovina (2007) discovered in their research that parents who are actively invested in their children's education and development are more likely to provide a stimulating environment at home. They examined the children's attitudes toward school and attempted to determine which aspects of their home environment were most conducive to the development of educational ambitions, such as attitudes toward school and learning, educational interests, and plans for higher education (Bogunović et al., 2007).

Literature Review

The study aimed to determine the effects of parental attitude toward education on their children's school performance, the role of parental socioeconomic status in their children's academic success, and the impact of family structure on student achievement. A strong interaction between home and school, according to many academics, is critical for all children's development and education (Bunijevac, 2017).

Attitudes are enduring non-verbal features of the social and physical world, acquired through experience, and exert a directive influence on behavior. Both these definitions reveal that an attitude can be understood as an emotion that influences human behavior (Dharmaraju, 2021). According to Lord (1997), attitudes are made up of three basic components: (1) The cognitive aspect, (2) The affective or emotional component, and (3) The actions or behavioral aspect. In their book's introduction, Fishbein and Ajzen (1975) state that attitude is "characterized by an embarrassing degree of ambiguity and confusion." Attitudes reflect our proclivity to act toward others. Attitudes can be positive or negative. Attitudes are the result of the neuro-muscular system's stimulus and response, as well as the muscular preparation for the response set-up. "An attitude is essentially a type of anticipatory response, a beginning of action that is not always completed" (Stangor, 2020).

Elements that Affect Attitudes:

Family, School, Media, Firsthand personal experience and Affiliated group. There are mainly two types of attitudes:

- **Positive attitude:** People who have a positive or optimistic attitude on life are more likely to approach life with fervor and self-assurance. It includes Confidence, Happiness, Sincerity and Determination.
- **Negative attitude:** Pessimists frequently neglect the good things in life and concentrate only on their chances of success. It has diverse effects such as Anger, Doubt, Frustration.

According to Sheldon (2010), learning is responsible for the majority of our attitudes. Attitude formation is primarily influenced by classical conditioning, instrumental conditioning, and social learning theories. Unlike personality, attitudes are supposed to evolve as a result of experience. Furthermore, exposure to 'attitude' items may influence how a person constructs their attitude. To describe this concept, the term "mere-exposure Effect" was coined. (Sheldon, 2010). According to Tesser (1993), genetic factors may influence views, but only in a tangential way (Tesser, 1993). Bohner and Wänke stated that "attitudes appear to provide a vital mediating connection between the social information we experience in our surroundings and our responses". How we feel, think, and act in response to social stimuli, including ourselves, may be affected by our attitudes. While instinct and emotion play a role in shaping attitudes, deliberate, cognitive processes are necessary to shift one's worldview. After all, modifying one's outlook has typically been approached through the lens of ideas that place a premium on mental operations (Reglin et al, 2012).

The factors involved in attitude of parents play an important role in their children education like, educational level, Economic status, Family type, causes of student motivation include parental involvement, interest in school, personal interest, and external rewards. An earlier study, for instance, looked into how family composition and stability affected students' academic development. A variety of factors were considered in the research. These factors included, but were not limited to: structure, transitions, family financial and social resources, and child outcomes. The other factors are included towards children academic success such as source of parents'/guardian's income, No of Children, Marital Status, Age, Gender.

Children from non-disrupted single-parent and disrupted two biological-parent households developed intellectually more slowly than children from non-disrupted two biological-parent and non-disrupted two biological-parent families, according to research by Sad and Gurbuzturk (Sad, 2013). Parents' educational goals and social reinforcement for good behavior are influenced by their own socioeconomic status and available resources and opportunities. Healthy study habits and better marks can result from parental behavioral support for their children's education (such as checking homework, addressing school difficulties, etc.). Success in school can be affected by a student's level of motivation. Students' assessments of the quality and quantity of social support they obtain may play a role in how motivated they feel to succeed in school. Parents with a high school graduation were more likely than non-high school graduates to give assistance at home, according to (Shumow and Miller, 2001).

According to Larocque parents may have had bad experience in their school life and have a long-standing result in mistrust to school administration (La Rocque, 2011). Shumow and Miller's (2001) conclusion that, due to a lack of formal education, parents may not be able or competent to help their children at home.

The level of parental involvement may also be influenced by factors such as occupation and cultural norms (La Rocque, 2011). "[Familismo] is a multidimensional construct that includes the dimensions of feeling a duty to family and adhering to

elders' traditions and rules, as well as the dimension of maintaining a strong attachment to family through feelings of reciprocity, loyalty, and closeness," write Suizzo (2012). It is possible for parents to aid their children's education by teaching, modelling, and guiding them at home. Concerns about time management, creating a positive environment at home, monitoring extracurricular activities, encouraging responsibility, setting high standards, and supporting academic growth are all examples of ways parents might be involved (Michigan Department of Education, 2001).

"Parental involvement in education" refers to "the ways in which parents contribute to their children's schooling and intellectual growth (Suizzo, 2012)." Six different types of parental involvement are proposed by Epstein (1995) as possible strategies for schools to use in engaging parents (Epstein et al., May 1995). She believes that schools should place a greater emphasis on parenting, communication, and volunteering as well as home learning, decision making, and community engagement. Schools can utilize these broad categories as starting points for developing parent engagement initiatives. Requirements include: (1) making all families feel welcome in the school; (2) maintaining open lines of communication; (3) encouraging students to make progress; (4) advocating on behalf of all children; (5) dividing up responsibilities; and (6) working together with the local community (National PTA). Epstein's six areas of participation are quite similar to the National PTA Standards (Farooq et al., 2011) and (Kashu, 2014). He analyzed the correlation between positive school views held by both parents and students and academic achievement. It was assumed that there would be a strong correlation between parental and student perspectives about school. It was also believed that a parent's enthusiasm and interest in their child's schooling directly correlated to their child's academic achievement.

Parents who wanted to be more involved in their children's education and help them develop SRL skills might use this model. The data showed a robust association between SRL, parental engagement, and student achievement in reading (Kushner Benson et al., 2010). La Rocque, Kleinman, and Darling (2011) investigate the method as a means of exposing people to new cultural and familial activities.

Objectives of the Study

The study intends to accomplish the following goals:

- To identify the factors that influence parents' attitudes toward primary education.
- To investigate parents' attitudes toward their children's primary education.

Hypothesis

- **H₀**: There is no association between student attitudes toward education and parental attitudes toward education
- **H₁**: There is an association between parental attitudes and their children's education at the elementary school level.

METHODOLOGY

The goal of this study was to look into the factors that influence parents' attitudes toward their children's primary education in Harnai, Baluchistan.

Research Design

For this study cross-sectional design was used as shown in the Figure 1. It is a type of research design in which data is collected from many different individuals at a single point in time.

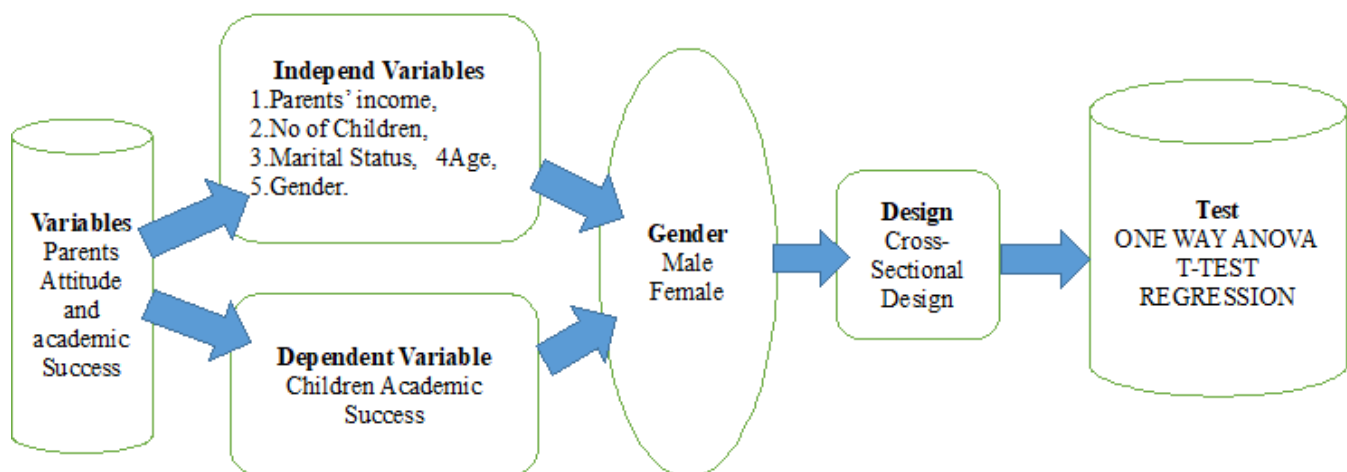


Figure 1. Research methodology

The total number of schools in the government sector (Girls schools: 63, Boys schools: 125) is 188 while in private sectors is 11. Parents of children studying at primary level in these schools were population of study.

Sample of the study

Table 1: *Sample of the study*

Schools	Number of Parents
Govt. School for Girls	65
Govt. School for Boys	65
Private School for Girls	65
Private School for Boys	65
Total	260

Sampling Technique

According to table 1, through purposive sampling 260 parents of children studying at primary level were selected for this study.

Instrument of the study

A predesigned well-structured questionnaire was used in this study. The questionnaire is divided into four sections. The first section contains demographic information. The second section includes questions about parental attitudes toward education, which are graded on a four-point Likert scale (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree). The third section includes Parent Involvement questions with a five-point Likert scale (1=Strongly Disagree to 5=Strongly Agree). The fourth section includes questions about Factors Influencing Students' Academic Achievement. These items were rated from strongly disagree (=1) to strongly agree (=5) on a 5-point Likert scale.

Data Collection

Parents were included after informed consent, and each parent was given an appropriate briefing during each session of data collection. Researcher asked respondents to fill out questionnaire. Section 1 consists of seven demographic data-related questions. The second section contains 16 questions about parental attitudes toward education, the third section contains 10 questions about parental involvement, and the fourth section contains 12 questions about factors influencing students' academic achievement.

Data Analysis

The collected data were statistically analyzed using the SPSS software IBM-20. Figures, tables, frequencies, and percentages were used to present the data. Multiple comparisons were performed based on the variables that have been specified. P-values less than 0.05 were considered statistically significant. T-test, One Way ANOVA and regression analysis

Table 2: *Parent Attitude and involvement in Students' academic achievement regarding Gender (T-Test Independent Sample)*

Factors	Male			Female			t-value	df	sig
	N	Mean	Std. Deviation	N	Mean	Std. Deviation			
Parent Attitude towards Education	163	3.08	.37	97	2.98	0.20	2.52	258	.012
Parents' involvement in Students' academic achievement	163	3.18	.33	97	3.06	.41	2.630	258	.009

Table 2 indicates that the mean value of male Group (M=3.08, SD=0.37) is higher than the mean of the female Group (M=2.98, SD=0.20) and the $t(258) = 2.52$, $P < .05$ indicated a clear difference between the two groups regarding parent's attitude towards Education gender wise. Table 2 also showed that the mean value of male Group (M=3.18, SD=0.33) is higher than the mean of the female Group (M=3.06, SD=0.41) and the $t(258) = 2.630$, $P < .05$ indicated a clear difference between the two groups regarding Parents' involvement in Students' academic achievement gender wise.

Table 3: *Parent Attitude towards Education Involvement in Students' academic achievement with respect to Marital Status of Parents*

Factors	Married			Divorced			t-value	Df	Sig
	N	Mean	Std. Deviation	N	Mean	Std. Deviation			
Parent Attitude towards Education	188	2.94	.22	72	3.33	0.36	10.44	258	.000
Parents' involvement in Students' academic achievement	188	3.17	.40	72	3.06	.25	2.25	258	.025

Table 3 indicated that the mean value of married Group ($M=2.94$, $SD=0.22$) is lower than the mean of the Divorced/ Widow Group ($M=3.33$, $SD=0.36$) and the $t(258)=10.44$, $P<.05$ indicated a clear difference between the two groups regarding Parent Attitude Towards Education regarding marital status while the parents' involvement in student academic achievement showed the mean value of married Group ($M=3.17$, $SD=0.40$) is higher than the mean of the Divorced/ Widow Group ($M=3.06$, $SD=0.25$) and the $t(258)=2.25$, $P<.05$ indicated a clear difference between the two groups regarding Parent Involvement in Students' academic achievement regarding marital status.

Table 4: *Parent Attitude towards Education and parents' involvement in student academic achievement with respect to Age (One Way ANOVA)*

Factor	N	Mean	Std. Deviation	Df	F value	Sig
Parent Attitude towards Education	260	3.05	.32	4,255	12.73	.000
Parents' involvement in Students' academic achievement	260	3.14	.37	4,255	14.587	.000

Table 4 indicated a significant mean difference across age groups on parent attitude towards education with $F(4,255) = 12.73$, $P<.001$. Findings revealed that medium age group has higher mean value as compared to all other groups. Hence, it is revealed that the parents' medium age group has better understanding of attitude of parents towards education. Table 4 also interpreted a significant mean difference across age groups on parent involvement towards education with $F(4,255) = 14.587$, $P<.001$. Findings revealed that old age group has higher mean value as compared to all other groups. Hence, it is revealed that the parents' old age group has better understanding of Parent Involvement towards education of their children.

Table 5: *Parent Attitude towards Education and parents' involvement in students' academic achievement with respect to Number of children of parents (One Way ANOVA)*

Factor	N	Mean	Std. Deviation	Df	F value	Sig
Parent Attitude towards Education	260	3.05	.32	3,256	3.65	.013
Parents' involvement in Students' academic achievement	260	3.14	.37	3,256	8.84	.000

Table 5 indicated a significant mean difference across Number of children of parent's groups on parent attitude towards education with $F(3,256) = 3.65$, $P<.05$. Findings revealed that age group one children have higher mean value as compared to all other groups. Hence, it is revealed that the parents' Number of children of parent's groups one has better understanding of Parent Attitude towards Education. Table 5 indicated a significant mean difference across Number of children of parent's groups on Parents' involvement in Students' academic achievement with $F(3,256) = 8.84$, $P<.05$. Findings revealed that age group three children have higher mean value as compared to all other groups. Hence, it is revealed that the parents' Number of children of parent's groups three have better understanding of Parents' involvement in Students' academic achievement.

Table 6: *Parent Attitude Towards Education and Parents' involvement in Students' academic achievement with respect to Qualification of parents (One Way ANOVA)*

Factor	N	Mean	Std. Deviation	Df	F value	Sig
Parent Attitude towards Education	260	3.05	.32	3, 256	6.19	.000
Parents' involvement in Students' academic achievement	260	3.14	.37	3, 256	6.51	.000

Table 6 indicated a significant mean difference across qualification parent's groups on Parent Attitude towards Education with $F(3,256) = 6.19$, $P<.05$. Findings revealed that age group more qualified has higher mean value as compared to

all other groups. Hence, it is revealed that the most qualified parents' have better understanding of Parent Attitude towards Education. Table 6 also interpreted a significant mean difference across qualification groups on Parents' involvement in Students' academic achievement with $F(3,256) = 6.51, P < .05$. Findings also revealed that age group more qualified has higher mean value as compared to all other groups. Hence, it is revealed that the parents' qualification has better understanding of Parents' involvement in Students' academic achievement.

Table 7: Parent Attitude Towards Education and parents' involvement in students' academic achievement with Respect to source of Income of parents (One Way ANOVA)

Factor	N	Mean	Std. Deviation	df	F value	Sig
Parent Attitude towards Education	260	3.05	.32	5, 254	3.38	.006
Parents' involvement in Students' academic achievement	260	3.14	.37	5,254	13.43	.000

Table 7 indicated a significant mean difference across source of income of Parent Attitude towards Education with $F(3,256) = 3.38, P < .05$. Findings revealed that source of income of parents group has higher mean value as compared to all other groups. Hence, it is revealed that the parents' source of income has better understanding of Parent Attitude towards Education. Table 7 indicated a significant mean difference across source of income of parents on Parents' involvement in Students' academic achievement with $F(3,256) = 13.43, P < .05$. Findings revealed that source of income of parent's group salary have higher mean value as compared to all other groups. Hence, it is revealed that the parents' source of income of parent's group salary has better understanding of Parents' involvement in Students' academic achievement.

Table 8: Regression Analysis Model Summary regarding Parent Attitude towards Education

Model Summary				
Model	R	Square	Adjusted R Square	Std. Error of the Estimate
1	.633 ^a	.401	.389	.24934
a. Predictors: (Constant), Source of parents/guardian's income, No of Children, Marital Status, Age, Gender				

Table 8 displayed the model summary of predictor variable (Source of parent's /guardian's income, No of Children, Marital Status, Age, Gender) by parental attitude towards the dependent variable (children education). The correlation coefficient R value for the independent variable and dependent variable is 0.633 which is regarded as a strong relationship level according to the table. The result showed that parental attitude has 63.3% relations with children education. The next column reflected the value of R Square that measure how much variability in the outcome was accounted for by the predictor. The value of coefficient of determination R square is 0.401 which refers 40.1% variance in children education can be explained by the variance in parental attitude and involvement at Primary Level. The third column showed the Adjusted R square value is .389. There is not much difference between R square value (.401) and Adjusted R square value (.389). The value 0.38 is moderate and showed strong effect on the dependent variable. The Std. Error of estimate value is .24 that measures the accuracy of prediction in sampling research and data collection.

To sum up, there is a favorable relationship between parental attitudes regarding Source of parent's /guardian's income, No of Children, Marital Status, Age, Gender toward education and pupils' academic progress.

Table 9 indicated, it is significant ($P = .012$) on 5% level of significance, because it is less than the significant value $P = 0.05$. The gender negatively affects Parent Attitude towards Education by -.105 points keeping the others variables constant. It is concluded that gender don't assist in Parent Attitude towards Education. The age positively affects Parent Attitude towards Education by .116 points keeping the others variables constant. It means one-year increase in age increases .116 unit in parent attitude towards education. The Marital Status positively affects Parent Attitude towards Education by .427 points keeping the others variables constant. The number of children negatively affects Parent Attitude towards Education by -.184 points keeping the others variables constant. The Source of income of parents positively affects Parent Attitude towards Education by .039 points keeping the others variables constant. It is concluded that Source of income of parents assists in Parent Attitude towards Education.

Table 9: Regression Analysis Coefficients regarding Parent Attitude towards Education

Coefficients ^a						
Model		Un-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.547	.159		16.027	.000
	Gender	-.105	.041	-.159	-2.521	.012
	Age	.116	.022	.308	5.214	.000
	Marital Status	.427	.039	.599	10.985	.000
	No of Children	-.184	.050	-.190	-3.710	.000
	Source of parent's income	.039	.009	.229	4.145	.000
a. Dependent Variable: Parent Attitude towards Education						

Table 10: Regression Analysis Coefficients regarding Parents' involvement in Students' academic achievement

Coefficients ^a						
Model		Un-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.628	.203		12.938	.000
	Gender	-.139	.053	-.184	-2.628	.009
	Age	.051	.029	.118	1.793	.074
	Marital Status	-.142	.050	-.174	-2.854	.005
	No of Children	.289	.063	.260	4.562	.000
	What is the main source of parents/guardian's income	-.058	.012	-.295	-4.801	.000
a. Dependent Variable: Parents' involvement in Students' academic achievement						

Table 10 indicated that gender negatively affects Parent Involvement in Students' Academic Achievement by -.139 points keeping the others variables constant. It is concluded that gender don't assist in Parent Involvement in Students' Academic Achievement. The age positively affects parent involvement in students' academic achievement by .051 points keeping the others variables constant. The Marital Status negatively affects parent involvement in students' academic achievement by -.142 points keeping the others variables constant. The number of children positively affects parent involvement in students' academic achievement by .289 points keeping the others variables constant. The Source of income of parents negatively affects parent involvement in students' academic achievement by -.058 points keeping the others variables constant.

CONCLUSIONS

The findings indicate that parental interest and supports play a crucial role in determine children's academic success. Moreover, parents' perspectives on education, involvement and academic achievement exhibit variations influenced by factors such as gender, age, education level, number of children, and socioeconomic status. The findings illustrated after analyzing the different factors regarding the attitude of parents towards their children education. It was found that there is significant difference in parent behavior regarding education of their children. Analyzing data related parents' attitude and number of children revealed that parents pay good attention on their children and can build close relationship and have better understanding in involvement in Students' academic achievement. Regarding qualification of parent's groups on Parent

Attitude towards Education, Findings revealed that the parents' qualification above matric have better understanding of parent attitude, involvement and Students' academic achievement. The involvement of parents towards education is most important. The gender, age, qualification, number of children and source of income affects Parent attitude, involvement in children education and their academic achievement. The gender plays a role in explaining parent involvement in students' academic achievement. The gender, marital status and source of income of parents negatively affect and as compare with the age, number of children positively affects parent involvement in students' academic achievement. The research concludes that social pressures significantly impact parental attitudes, particularly among the majority who are uneducated and unaware of the value of education.

RECOMMENDATIONS

The following recommendations are based on the current study.

1. Teachers must adjust their mindsets about how they may effectively incorporate parents in school events, as well as their attitudes regarding parental involvement.
2. Workshops should be organized to help parents and their children build their connection.
3. Parents must be empowered and recognized as equal participants in education, as well as persons with specific expertise and significant talents.
4. Institutions must take the appropriate steps to ensure that parents are encouraged to participate in the education of their children and the development of their reading abilities.
5. To enhance children's reading abilities, the study recommends that institution encourage parental engagement in their education.

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