



Impact of Parental Immersion on Their Children's Instruction at Primary Level Education

Alveena Khurshed¹ & Dr. Jam Muhammad Zafar²

¹M.Phil Scholar, Department of Education, National College of Business Administration and Economics (NCBAE) Sub-campus Rahim Yar Khan, Punjab Pakistan, Email: alveenasim63@gmail.com

²Assistant Professor, Department of Education, Khwaja Fareed University of Engineering and Information Technology (KFUEIT) Rahim Yar Khan, Punjab Pakistan, Email: dr.zafar@kfueit.edu.pk

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Corresponding Author:

Dr. Jam Muhammad Zafar

Email:

dr.zafar@kfueit.edu.pk

ABSTRACT

The study aimed to analyze the impact of parental immersion on their children's instruction at primary level. The present research study investigates the something that affects that parents don't care about children's education; to determine whether or not the mental approach of parents toward education can be changed; and to investigate the factors that contribute to parents' lack of awareness about the importance of education. For this aim, a sample of 100 parents and 50 teachers was drawn from Tehsil Khanpur District Rahim Yar Khan Schools, and the results were compared to the national average. Parents, teachers and policymakers all are agreed that parental participation is a critical component of children's development, a compression is made between the children whose parents do not care about education of their kids, with children whose parents are involved in their educational process. According to the findings, it was observed that students whose parents are involved in their education have less cognitive issues and greater educational achievements and they have a more chance of completing school.



Introduction

In the shaping of parents' views about their engagement in their child's education, families, schools, and communities all play a role to some extent. They suffer unwanted consequences of their lack of participation in their child's school life, as well as their interactions with their children at home over school-related assignments, projects, and other things in which their children want parental participation. In general, parents' differing viewpoints on the goals of school education and their participation in it have an impact on their level of engagement (Zafar et al., 2019; Thomas et al., 2020; Hina & Zafar, 2023; Bashir & Zafar, 2025). Children who are attending those institutions of higher learning have very different educational goals and expectations than their parents, and their

participation in educational faculties and participation in the educational process is very different from that of their parents (Shafique & Zafar, 2025). They also have very different educational aims and expectations than their parents. A minority of parents feel that their children's academic success is exclusively reliant on the educational institutions in which they are enrolled. Many other parents, on the other hand, believe that both the school and the family are responsible for their children's success, and studies have shown that these latter parents are the ones who are most willing to aid their children at both home and school (Ben-Tov & Romi, 2019; Zafar & Muhammad, 2023).

Walker (2005) distinguishes three types of parent-centered role construction: parent-focused roles, which reflect parents' beliefs and behaviors and in which parents are ultimately responsible for their children's education; school-centered roles, which reflect parents' opinions and behaviors and in which schools are ultimately responsible for their children's education; and partnership-focused roles, which reflect parents' beliefs and behaviors and in which parents are ultimately responsible for their children's education (Van Valkenburgh et al., 2021; Munawar et al., 2024; Arshad et al., 2025).

Research Objectives

1. To examine the causes of parents' lack of interest in child education at primary level
2. To investigate how the mental approach of parents towards their child education can be changed.
3. To explore the factors involved in low awareness about the importance of education in the parents

Research Questions

1. What are the causes from the parent's side which keep the parents away from taking an interest in child education?
2. How can the mental approach of parents towards education be changed?
3. What factors are involved for low awareness in parents about the importance of their children's education?

Significance of the Study

This research study was beneficial for; education by providing a deeper understanding of how parents' involvement impact students' learning outcomes at primary school level. While much of the existing research focuses on primary education, this study aims to fill the gap by examining how parents involvement shape the educational experiences of students in primary inclusive classrooms, particularly considering factors like gender, locality, and school sector. The findings offer valuable insights into the specific challenges faced by educators and students in diverse contexts, such as urban vs. rural and public vs. private settings.

By identifying the factors that affect parents' involvement and their impact on student engagement, performance, and social integration, the study can inform the development of students' education strategies. The study's findings could also contribute to the broader goal of promoting educational and improving the overall quality of education in diverse classroom settings. According to the findings of study, there is a positive association between parental participation and children's academic achievement in general. The opinions, desires, and expectations of parents towards their children's academic achievement were investigated by a team of researchers. It was their specific interest to learn about the effects of parental perspectives, ambitions, and expectations on their

children' academic accomplishment and success (Valentine, 2017). It is well known that, in the absence of parental participation in their children' education, instructors find it difficult to establish academic experiences that aid students in gaining meaningful information and knowledge.

Review of Related Literature

“Review of the literature summarize and evaluate the text of writing of the definite theme, and provide frame work to think about the possible consequence of innovative study” (Ahmad, Rao & Rao, 2023). “A review of literature may only be a clear overview of the sources, in an organizational pattern, and its function is to estimate and summarize the previous writings linked to current topic” (Ahmad, Sanober & Cheema, 2024).

According to a number of studies, parental participation, cooperation, and communication between the home and the school may all help children succeed in their educational endeavors and achieve success. In this particular instance, the collaboration is beneficial to the school, the family, and the children. A result of this is an improvement in children' learning results, an increase in parental participation in their children' education, and an increase in the motivation of classroom instructors (Puccioni, 2018; Xia et al., 2020).

It is believed that children' lack of attention in Pakistan, which has a negative impact on their learning development, is connected to factors such as poverty and poor educational levels of their parents. Some parents may be unable to participate due to their hectic work schedules, while others may feel anxious if they are not informed of what is going on in the classroom (Ashraf, 2019; Krane & Klevan, 2019; Rasheed et al., 2024). Even while educational opportunities bring long-term advantages for children, they often entail significant short-term financial outlays for low-income parents who cannot afford to pay for them in the near term. Wealthy families, both financially and cognitively, are more inclined to assist their children in a practical way, according to research. While Pakistan has many pressing concerns to solve, one of the most pressing is its financial situation, since families are unable to commit substantial time and resources to their children because they lack the necessary financial resources. According to the findings of the research, teachers' participation is critical in either promoting or discouraging parents' participation in their children' lives, depending on the circumstances.

It is possible for parents to assist their children achieve academic success by participating in school activities and meeting school requirements (Alperin et al., 2021). Parenting can help their children improve their academic performance in a variety of ways, some of which are as follows: providing encouragement, allocating appropriate study time and space, modeling positive behaviors (Koutsampalas et al., 2021; Rasheed & Zafar, 2025), supervising homework, and actively coaching their children.. Parents' collaboration is essential for effective program implementation, and schools that desire to do so must be open-minded and well-structured in how they approach enrolling their children' participation. Encourage parents to get involved in their children' education from the first day of school forward (or preschool, if they attend).Parents should be reminded of the importance of reading aloud to their children and modeling good reading habits for their children in order to increase their children' interest in learning (Krane & Klevan, 2019).

Material and Methods

“The research methodology is the procedure which is used by the researchers to gather data for resolving problems of investigation and design of the research comprises of the whole procedure which is conducted research” (Ahmad et al., 2022, p524). The research was descriptive and survey-based.

In research, the population is the entire group of individuals, objects, or events that share a specific characteristic and are the focus of the study (Naz et al., 2023; Saleem et al., 2024; Yousaf et al., 2025). Population of the study were comprised; primary schools teachers and the parents of the children's of primary schools of Distract. Rahim Yar Khan because this research was carried out in Distract. Rahim Yar Khan.

Sampling is the process of selecting a subset of individuals or units from a larger population to study, allowing researchers to make statistical inferences about the entire group without collecting data from every member (Sadaf et al., 2024; Saleem et al., 2025). The suggested study was employ random sampling. The sample of study was consists of ten schools (5male/5female), fifty school teachers and one hundred parents of Tehsil Khanpur District Rahim Yar Khan.

A research instrument is a tool or device used to collect, measure, and analyze data for a study, such as questionnaires, interviews, surveys, and observation checklists (Rao et al., 2023; Arshad et al., 2025). The Questionnaire was used to collect the data from the research participants. The validity of questionnaire were ensured through experts opinion and the reliability of the questionnaire was calculated through Statistical Package for Social Sciences (SPSS-24) using Cronbach Alpha. The questionnaire was contained on three parts, first part comprises demographic information of the participants. The second and third parts respectively contained on ten questions asked from teachers and parents in this way total twenty close ended questions were asked for data collection.

Data Collection and Analysis

As the research tools was validated, the researcher personally had visited and distribute the tools among the teachers and head teachers and collect the data directly. The formal authorization for data gathering previously granted by NCBAE Campus Rahim Yar Khan Authorities. The collected data was arranged by the researcher. The researcher create a data sheet using SPSS-24 and feed data into it. The researcher was use statistical tests and formulas to examine the data, including frequency, mean score, percentage, standard deviation etc.

Data Analysis

Responses of Sample (Teachers)

Table 1: Do you agree that parents are supporting their children in learning at home?

SA	A	D	SDA	Factor	Variance Explain
34.7	33.3	14.9	17	.724	1.160847

The components that have been retained in the model are indicated by the values in the column, which reflect the percentage of each variable's variation that can be explained by those factors. When it comes to common factor space, variables with high values are heavily represented, while variables with low values are heavily underrepresented. (As may be seen in the chart, there are no really low statistics in this one.

Table 2: Are you agree that parents take part in students school work?

SA	A	D	SDA	Factor	Variance Explain
14.6	53.5	22.2	9.7	.705	0.685976

It is the deviations from the retrieved variables that have been reproduced that are being discussed. Thus, all of these variables are significant and well-represented as basic predictors of social base elements of student participation, indicating that they are important and well-represented. For

example, in previous columns, it has been addressed what proportion of people strongly agree vs strongly disagree with a certain proposition. Looking attentively at the table, we can see that our initial factor analysis result has been confirmed here as well, which is a good sign. Because the number of agree replies is higher than the number of disagree responses, we can infer that the vast majority of respondents agree with these engagement qualities.

Table 3: Are you agree that parents are concerned about their child studies?

SA	A	D	SDA	Factor	Variance Explain
10.1	39.9	28.5	21.5	.649	0.871842

The components that have been retained in the model are indicated by the values in the column, which reflect the percentage of each variable's variation that can be explained by those factors. When it comes to common factor space, variables with high values are heavily represented, while variables with low values are heavily underrepresented. (As may be seen in the chart, there are no really low statistics in this one

Table 4: Do you agree that your child can focus entirely on academic work when they are doing it at home?

SA	A	D	SDA	Factor	Variance Explain
13.5	37.5	21.5	27.4	.670	1.056608

It is the deviations from the retrieved variables that have been reproduced that are being discussed. Thus, all of these variables are significant and well-represented as basic predictors of social base elements of student participation, indicating that they are important and well-represented. For example, in previous columns, it has been addressed what proportion of people strongly agree vs strongly disagree with a certain proposition. Looking attentively at the table, we can see that our initial factor analysis result has been confirmed here as well, which is a good sign. Because the number of agree replies is higher than the number of disagree responses, we can infer that the vast majority of respondents agree with these engagement qualities.

Table 5: Do you agree that your child can focus entirely on academic work when they are doing it at home?

SA	A	D	SDA	Factor	Variance Explain
13.5	37.5	21.5	27.4	.670	1.056608

The components that have been retained in the model are indicated by the values in the column, which reflect the percentage of each variable's variation that can be explained by those factors. When it comes to common factor space, variables with high values are heavily represented, while variables with low values are heavily underrepresented. (As may be seen in the chart, there are no really low statistics in this one.)

Table 6: Are you agree that parents aware about children academic and extracurricular achievements?

SA	A	D	SDA	Factor	Variance Explain
6.2	41.3	34	18.4	.809	0.724303

It is the deviations from the retrieved variables that have been reproduced that are being discussed. Thus, all of these variables are significant and well-represented as basic predictors of social base elements of student participation, indicating that they are important and well-represented. For

example, in previous columns, it has been addressed what proportion of people strongly agree vs strongly disagree with a certain proposition. Looking attentively at the table, we can see that our initial factor analysis result has been confirmed here as well, which is a good sign. Because the number of agree replies is higher than the number of disagree responses, we can infer that the vast majority of respondents agree with these engagement qualities.

Table 7: *Parents force them to follow rules*

SA	A	D	SDA	Factor	Variance Explain
23.6	44.8	15.3	16.3	.833	0.986014

The components that have been retained in the model are indicated by the values in the column, which reflect the percentage of each variable's variation that can be explained by those factors. When it comes to common factor space, variables with high values are heavily represented, while variables with low values are heavily underrepresented. (As may be seen in the chart, there are no really low statistics in this one.)

Table 8: *Parents are much concerned about the discipline in them*

SA	A	D	SDA	Factor	Variance Explain
14.6	53.1	16.7	15.6	.871	0.829268

It is the deviations from the retrieved variables that have been reproduced that are being discussed. Thus, all of these variables are significant and well-represented as basic predictors of social base elements of student participation, indicating that they are important and well-represented. For example, in previous columns, it has been addressed what proportion of people strongly agree vs strongly disagree with a certain proposition. Looking attentively at the table, we can see that our initial factor analysis result has been confirmed here as well, which is a good sign. Because the number of agree replies is higher than the number of disagree responses, we can infer that the vast majority of respondents agree with these engagement qualities.

Table 9: *Parents punish the children for not performing well in exams*

SA	A	D	SDA	Factor	Variance Explain
11.8	39.2	37.5	11.5	.766	0.717576

The components that have been retained in the model are indicated by the values in the column, which reflect the percentage of each variable's variation that can be explained by those factors. When it comes to common factor space, variables with high values are heavily represented, while variables with low values are heavily underrepresented. (As may be seen in the chart, there are no really low statistics in this one.)

Table 10: *Parents are not much communicated regarding children output*

SA	A	D	SDA	Factor	Variance Explain
16	36.5	24	23.6	.869	1.042574

It is the deviations from the retrieved variables that have been reproduced that are being discussed. Thus, all of these variables are significant and well-represented as basic predictors of social base elements of student participation, indicating that they are important and well-represented. For example, in previous columns, it has been addressed what proportion of people strongly agree vs strongly disagree with a certain proposition. Looking attentively at the table, we can see that our initial factor analysis result has been confirmed here as well, which is a good sign. Because the

number of agree replies is higher than the number of disagree responses, we can infer that the vast majority of respondents agree with these engagement qualities.

Response of Sample (Parents)

Table 11: Do you agree that you are able to build a healthy relationship and communication with other parents?

SA	A	D	SDA	Factor	Variance Explain
7.3	38.5	31.2	22.9	.682	0.817835

The values of this factor analysis are also high in this table; this shows a high dedication of these statements with school-based causes of participation. Further, some of responses towards the disagree side rather than agree, therefore these statements showing negative attitude towards the school based causes.

Table 12: Do you agree that you are capable of dealing with your kid's emotions appropriately?

SA	A	D	SDA	Factor	Variance Explain
37.5	36.5	11.1	14.9	.614	1.085898

The values of this factor analysis are also high in this table; this shows a high dedication of these statements with school-based causes of participation. Further, some of responses towards the disagree side rather than agree, therefore these statements showing negative attitude towards the school based causes.

Table 13: Are you agree that your child is serious about studies?

SA	A	D	SDA	Factor	Variance Explain
24.3	40.6	24.3	10.8	.756	0.873355

The values of this factor analysis are also high in this table; this shows a high dedication of these statements with school-based causes of participation. Further, some of responses towards the disagree side rather than agree, therefore these statements showing negative attitude towards the school based causes.

Table 14: Do you agree that school encourages parent participation in school activities?

SA	A	D	SDA	Factor	Variance Explain
16.7	43.1	26.7	13.5	.710	0.84058

The values of this factor analysis are also high in this table; this shows a high dedication of these statements with school-based causes of participation. Further, some of responses towards the disagree side rather than agree, therefore these statements showing negative attitude towards the school based causes.

Table 15: Do you agree that School has good IT labs as well as good facilities?

SA	A	D	SDA	Factor	Variance Explain
18.4	43.1	24	14.6	.810	0.88947

The values of this factor analysis are also high in this table; this shows a high dedication of these statements with school-based causes of participation. Further, some of responses towards the

disagree side rather than agree, therefore these statements showing negative attitude towards the school based causes.

Table 16: Do you agree that school uses innovative and modern methods to make it easier for students to understand difficult subjects?

SA	A	D	SDA	Factor	Variance Explain
5.9	50	30.9	13.2	.772	0.633953

The values of this factor analysis are also high in this table; this shows a high dedication of these statements with school-based causes of participation. Further, some of responses towards the disagree side rather than agree, therefore these statements showing negative attitude towards the school based causes.

Table 17: Do you agree that school gives equal importance to co-curricular activities and academic activities?

SA	A	D	SDA	Factor	Variance Explain
8.3	50.3	26.7	14.6	.856	0.942315

The values of this factor analysis are also high in this table; this shows a high dedication of these statements with school-based causes of participation. Further, some of responses towards the disagree side rather than agree, therefore these statements showing negative attitude towards the school based causes.

Table 18: Do you agree that school uses practical methods to make it easier for students to understand science subjects?

SA	A	D	SDA	Factor	Variance Explain
14.6	39.2	41	5.2	.737	0.668554

The values of this factor analysis are also high in this table; this shows a high dedication of these statements with school-based causes of participation. Further, some of responses towards the disagree side rather than agree, therefore these statements showing negative attitude towards the school based causes.

Table 19: Are you agree that your child is taking tension about exams and routine tests?

SA	A	D	SDA	Factor	Variance Explain
4.9	39.2	41	14.9	.774	0.710209

The values of this factor analysis are also high in this table; this shows a high dedication of these statements with school-based causes of participation. Further, some of responses towards the disagree side rather than agree, therefore these statements showing negative attitude towards the school based causes.

Table 20: Are you agree that academic work takes most of your child time and hence restricts them from enjoying other activities

SA	A	D	SDA	Factor	Variance Explain
29.9	50.3	10.1	9.7	.721	0.386711

The values of this factor analysis are also high in this table; this shows a high dedication of these statements with school-based causes of participation. Further, some of responses towards the

disagree side rather than agree, therefore these statements showing negative attitude towards the school based causes.

Findings and Discussion

Parental contribution in their children' education, according to families, educators, and politicians, is essential for the educational success of their children. In this case, the issue is what scientific evidence reveals about parental participation and its impact on their children' educational and developmental outcomes. Whether or whether it is true that parental participation increases children' academic achievement and behavior, one must ask if this is merely one of those things that seems to be beneficial on the surface.

Parental participation or engagement in the activities of their children' educational institutions is defined as the participation or engagement of parents in the activities of their children' educational institutions with the goal of improving their children' academic performance. Parental participation or engagement in the activities of their children' educational institutions is defined as the participation or engagement of parents in the activities of their children' educational institutions. In recent years, they have taken a more active role. Parental participation in school activities may be increasing as a result of parents' desire and proclivity to participate in their children' learning process, as well as the value they place on their children' academic achievement in general. It is possible for parents to take an active role in their children' education by participating in parent-teacher conferences and other events, as well as visiting their children at school to assess their performance and behavior from the perspective of instructors. Parent-Teacher Association meetings, and taking up leadership roles should all be included in their list of obligations.

In an effort to impress their parents or guardians, youngsters have been seen to sit up when they realize their parents or guardians are visiting the school on a frequent basis. More frequently than not, the level of parental participation in their children' education has a greater influence on their academic progress than is generally recognized. When parents make frequent school visits and engage in PTA meetings, the vast majority of children achieve high levels of academic achievement and are well-prepared to pursue further levels of education. When it comes to improving academic achievement and fostering exceptional behavioral outcomes in children, parental participation in their education may be regarded one of the most successful approaches now accessible.

Student time and academically stimulating time in their first 12 years of school is only 13 percent of their waking time and academically stimulating time, according to research published by the United States Department of Education in the publication *Strong Families, Strong Students*. The remaining 87 percent is under the nominal control of their parents according to the research. Therefore, parents have six times as much influence over their children' intellectually stimulating hours as they have over school hours, which is a significant difference. Therefore, parents who express concern about their children' education and are actively involved in their children' education are more likely to have a significant impact on their children' educational success or achievement than parents who are apathetic about their children' education and, as a result, do not express an interest in their children' educational achievement. In order to contribute to their children' total development, which includes education, it is necessary for parents to serve as "teachers" at home, supply educational products and services that their children demand, and engage in their children' school activities.

However, despite the fact that research has proven that parental engagement is advantageous, it is often contingent on the existence of interpersonal ties. Parental engagement and the forms of

parental participation that are most useful in increasing children's learning results are also subject to debate, both of which are important concerns in the educational process. A number of studies have shown that when parents engage in school activities, their children do better academically than when they do not, according to the findings.

Recommendations

School-age children with parental participation exhibit fewer behavioral problems and higher academic achievement than students without parental participation, and they are more likely to graduate from high school than students without parental participation. Parents who are actively involved in their children's education are more likely to be involved in their children's education. Because it has been proved to provide excellent results for children at all levels of education, from the lowest to the highest, this clearly highlights the value of parental engagement in their children's education. In response to their parents' active participation in their children's education, students demonstrate exceptional and correct behavior at school and in the classroom, as well as higher levels of intellectual brilliance. In practice, however, while parents are aware of their responsibilities regarding their children's education, they only consider themselves to be actively involved in their children's education in the sense of providing financial support and other basic necessities in order for them to be able to attend school. This is despite the fact that parents are aware of their responsibilities regarding their children's education. A parent's participation in their children's education goes beyond the providing of financial assistance to their children.

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