



## **Impact of Perceived Parental Involvement on Academic Achievement in Adolescents**

**Asma Malik<sup>1</sup>, Dr. Sadaf Ahsan<sup>2</sup>**

Foundation University, Islamabad

Corresponding author contact information: Mobile no. 03488133768

Email: [asma.malik5@yahoo.com](mailto:asma.malik5@yahoo.com)

### **ABSTRACT**

Parental involvement is a vital factor in adolescent's life. Literature reveals that hostility towards parents leads to certain personality dispositions that grounds negative world view and dependency in adolescent lead to low academic performance. The aim of present study was to find out the impact of perceived parental involvement and academic achievement in adolescents. A sample of 300 students was selected (male=150, female=150) with age range of 14 - 19 years, through purposive convenient sampling from various cities of Pakistan (i.e. Karachi, Lahore, Islamabad, Rawalpindi, Peshawar). Parental Acceptance-Rejection (PARQ) Parental Acceptance-Rejection Control Questionnaire (fara, 2012) was used in order to gauge the impact of Perceived Parental acceptance and rejection and the level of low academic achievement in adolescents. Data analysis was done using t-test and Regression. Results showed that Parental rejection had significant negative impact on academic achievement [ $R^2=.29$ ,  $F(2,287)$   $p<.05$ ,  $\beta=-.16^*$ ]. This study will be beneficial for caregivers and the educational management to plan interventions in order to foster student's mental health and development to enhance their academic achievement in adolescents.

**Keywords:** Perceived Parental Acceptance/Rejection, Academic Achievement, Adolescents

## Introduction.

Family is basically the most important factor that influence in a child's life from their initial moments of life, because children are depended on parents and family for protection all their needs met. A Child's first bond is made with parents and family .To examines a relationship (assuming any) among the level of parental association in scholarly exercises of their kids and the degree of their kids' scholastic accomplishment. It has been well predicted that adolescents run a sensitive risk for rising both overt and covert behavior problems, such as aggression and other behavior issues due to which face problems in their school and colleges that is because when they feel rejected by their parents (Buehler & Gerard 2002; Chang et al, 2003) and parental acceptance-rejection is a popular phenomena that has massive impact on adolescents lives.

Parental Acceptance-Rejection Theory (PART) theory is a socialization theory introduce by Rohner's (1975) The theory postulate that parental love, warmth and affection is positively related to normal personality development of the child.(PAR Theory), which is a confirmation based hypothesis of socialization and life

expectancy advancement and accomplishments to foresee and elucidate important causes and different associates of parental and cozy acknowledgment dismissal all around (Rohner, 1986). PART Theory has expanded its perspective from its unique concentrate on parental acknowledgment dismissal to all types of relational acknowledgment dismissal. Furthermore, a methodical survey that recognizes irregularities in the current research, and depicts what has not been explored in the development of a region of examination. Hence, a survey of past writing on parent and educator relationship and youngster's results appears justified right now. Parental Acceptance-Rejection Theory (PAR Theory) acquainted concurring with Rohner states that parental warmth is bipolar measurement where acceptance remains at one post of the scale and rejection (nonappearance of acknowledgment) is on the other shaft. (Rohner, 2007) has characterized acknowledgment and rejection as far as the youngster's view of parental conduct. Standard Theory proposes that people wherever have an essential, phylogenetically procured requirement for constructive reaction (i.e., adore endorsement, love and warmth) from individuals most imperative to them i.e.,

from guardians and other connection figures (Rohner, Khaleque, & Cournoyer, 2010). This requirement for constructive reaction is essential for the typical advancement and the removal of warmth is adequate without anyone else's input to deliver antagonistic outcomes for passionate and identity attributes and behavioral working. Contingent upon the degree to which the need is fulfilled, people are relied upon in the hypothesis to build up a particular group of auras, including antagonistic vibe, animosity, aloof animosity, issues with the administration of threatening vibe and hostility; reliance, solid autonomy, or cautious freedom; constructive or contrary confidence; constructive or adverse self-ampleness; passionate (un) responsiveness; enthusiastic (in) soundness; and constructive or pessimistic perspectives. This hypothesis similarly predicts that the rejected kids tend to be more unfriendly than acknowledged kids, forceful to be reliant and had an impeded feeling of confidence and self-ampleness to be touchy and to be sincerely inert had a negative view of world. Consequently, as indicated by this hypothesis, regardless of whether a parent acknowledges or rejects the kid, it essentially influences the kid's identity arrangement and improvement. Parental

acceptance dismissal hypothesis is a hypothesis of socialization which endeavors to clarify and foresee significant outcomes of dismissal for behavioral, subjective, and passionate improvement of kids and for identity working of grown-up all over the place. The explores and clinical information boost the desires that have been involved mental and behavioral issue in an extensive variety. Basically all these together parental affirmation and rejection outline the sparkle estimation of tyke rising. This is an estimation or continuum on which all individuals can be set in light of the way that everyone has experienced in youth practically adore due to genuine parental figures. Wide socially different research all through 50 years in PAR Theory reveals that parental rejection can be knowledgeable by a jumble of four imperative explanations: (a) cold and unaffectionate, the backwards of being warm and delicate, (b) antagonistic and powerful, (c) emotionless and ignoring, and (d) undifferentiated rejecting. Undifferentiated expulsion insinuates individuals' feelings that they value them, notwithstanding the way that there won't be clear behavioral markers that the watchmen are slighting or powerful toward them (Rohner, Khaleque & Cournoyer, 2012). Rohner, 2007 has portrayed the affirmation

and expulsion with respect to the adolescent's impression of parental guide. It dependent upon how much the need is satisfied, individuals are depended upon in the speculation to develop a bond particular figure as affectation, including debilitating vibe, ill will, withdrew brutality, issues with the organization of opposing vibe and threatening vibe; dependence, strong opportunity, or defensive self-sufficiency; useful or unfriendly, valuable or cynical, energetic (un) responsiveness; eager (in) stability; and productive or opposite viewpoints. This theory in like manner predicts that those children who feel rejection tend to be more hostile, merciless, to be needy, and to have a blocked sentiment certainty and self-adequacy, to be discouraged; to be earnestly dormant, and to have a world negative view than those who feels acceptance from their parents. In this way, as showed by this theory, paying little heed to whether a parent recognizes or rejects the adolescent, it inside and out impacts the child's personality course of action and headway. As explain above that parental acceptance-rejection speculation is a theory of socialization which attempts to illuminate and envision noteworthy cost of ejection for behavioral, subjective, and energetic progression of children and for

character working of adult everywhere. The ask about and clinical reports pass on the wants that have been entrapped in the broad assortment of mental and behavioral issue. The conjectures of the theory are maintained by consolidating facts from holocultural considers and different mental examinations drove in the west and furthermore in Pakistan (Kausar, Tabassum & Khaleque 1990) An upright arrangement of research is obvious that the fundamental presumptions of PAR Theory impacts psychological well-being connected results (Chyung, Lee, & Khaleque 2006) Along these statements, solid proof backings. In light of Parental A, the present investigation went for investigating how the youthful view of parental acknowledgment and dismissal could be identified with their height of passionate compassion in the original setting. Standard hypothesis clarified well the socialization that endeavors to anticipate and clarify real forerunners, results, and different connects of parental acknowledgment and dismissal inside the United States and around the world (Rohner, 1975, 1986, 1994, 1999), trying it in the social setting of Pakistan has hypothetical and handy importance. An abundant of examine gives a confirmation that guardian's acknowledgment dismissal

impacts psychological well-being connected results. (Ahmed, Gielen, & Al-Sabah, 2008 ; Erkman, Caner, Sart, Borkan, & Sahan, 2010). Parental acknowledgment is decidedly connected with personality quality (Ahmed, Al-Otaibi, & Gielen, 2008), social improvement (Gulay, 2011), kin relationship quality (Kanyas, 2008), and passionate knowledge (Alegre & Benson, 2008) though it is contrarily connected with discouragement and related side effects (Gulay, 2011; Majeed, 2009; Salahur, 2010).

**Academic Achievement** "Achievement" has been characterized by lavish creators yet the by and large, they characterized it as a multi-dimensional wonders including understudy's capacity and scholarly execution. Note that it has a mind boggling association with development of human and psychological, social, passionate and physical extension. It copies adolescents and it is not identified with a single type rather it happens crosswise over time and levels (Stein Berg 1992),

There is an intricate technique including number of components that makes an "Accomplishment" fruitful. The individual must figure out how to make most ideal use of his capacities through preparing under the direction of an

accomplished individual. As per (Leary & Downs, 1995), a man ought to likewise have enough educational experience and openings keeping in mind the end goal to appreciate wide and assortment of exercises. The reason inspiration assumes such an idealistic part in accomplishment is to create tense circumstance for the individual (Schultz, Jennifer Lee, & Wanza, 1996) and determine the anxiety; he advances more prominent endeavors keeping in mind the end goal to enhance his execution. Just when the anxiety is sufficiently solid that it disallows fixation on the continuous undertaking and shields the individual from utilizing his capacities to their most prominent possibility is inspiration not a worthy optimistic factor in accomplishment. Main part of guardians is to take care of prosperity of their own kids (Wilson, 1993). Research plainly demonstrates all guardians in the US, of all societal position and social foundations, values instruction for their kids.

### **Statement of the Problem**

The study under investigation was conducted to explore the impact of perceived parental acceptance/rejection and academic achievement of adolescents and therefore the statement of the problem was designed as **"Impact of Perceived Parental**

## **Involvement on Academic Achievement in Adolescents”.**

### **Objectives of the Study**

1. To study the relationship between perceived parental rejection and parental school involvement and academic achievement in adolescents.

2. To study the impact of perceived parental acceptance, rejection and school involvement and academic achievement in adolescents.

3. To study differences in parental school involvement, parental acceptance rejection and academic achievement of adolescents on the basis of demographics variable (e.g gender, family system)

### **Hypothesis of the study**

1. Parental school involvement will have positive relationship with academic achievement.

2. perceived parental rejection will have negative relationship with academic achievement.

3. Perceived Parental acceptance and school involvement will predict higher academic achievement in adolescents.

4. Perceived Parental rejection will positively predict poor academic achievement in adolescents.

### **Research Methodology**

#### **Target population**

The target population of this study was adolescence those who are going to schools and colleges of all big cities in Pakistan and all the children were attending school at the time of the research.

#### **Sample and Sampling technique.**

A sample of 300 students was selected (male=150 , female=150) with age range 14 - 19 years, through purposive convent sampling from all big cities of Pakistan (Karachi, Lahore, Islamabad, Rawalpindi, Peshawar) Among 150 boys who participated in the study, 75 boys were selected from 9th grade,75 boys from 10grade,75 boys from 11grade and 75 boys from 12grade. Similarly, among 150 girls, 75 girls were selected from 9th grade, 75 girls were selected from 10grade, 75 girls from 11 and 75 girls were selected from 10th grade.

#### **Measures**

Following instruments were used in study.

### **Parental Acceptance-Rejection**

**Questionnaire:** For investigating the Child parent Interaction of the participants, the Parental Acceptance-Rejection Questionnaire (PARQ) developed by (Rohner, 2005) and translated by (fara, 2012). In present study (CHILD PARQ) Short Form (Mother and Father Version) was used and at this time the short form has little information available about reliability and validity, because it is newly-created. Its psychometric status is expected to be brilliant and consists of 24 items with 4-point likert scale and this self-report questionnaire measures perceptions of parental treatment of the Child in terms of four dimensions, a) parental warmth and affection, b) parental hostility and aggression, c) parental indifference and neglect, and c) Taken together, these four scales compose the total PARQ score used in this study. Children responded to two versions of the PARQ (Rohner, 1990), one assessing children's perceptions of their father's (or primary male caregiver's) acceptance-rejection (Child PARQ, father version) and one assessing mother's (or primary female caregiver's) acceptance-rejection (Child PARQ, mother version). Cronbach alpha for the total Child PARQ father version was .96, and .95 for the mother version. The

questionnaire is keyed in the direction of perceived rejection. The higher the score, the more rejection children tend to experience. The lower the score, the more acceptance children tend to experience. Scores range from 60 to 240; scores equal to or above 150 reveal the perception of more rejection than acceptance. Scores on short form PARQ spread from a possible low of 24 (revealing maximum perceived acceptance) to a high of 96 (revealing maximum perceived rejection). Alpha reliability of the scale reported by Rohner and Cournoyer in 1975 ranges from .83 to .96 with a median coefficient of .91

### **Academic achievement.**

It was measured through previous class marks and first term class marks and is considered in academic achievement of students

### **Demographic Data Sheet**

Demographic data sheet was used to gather information regarding name, age, gender, family system and parental divorce of the respondents.

### **Procedure**

Firstly, organizations were approached by researcher and consent form

was taken. Researcher explained the nature and objective of the study and assured the administrations that results will only be used for the research reason and will be kept confidential. After taking permission, those individuals who were conveniently present at that time and ready to participate in research was included. Questionnaires was handed over to the participants and researcher was instruct them to not to leave any of the questions unmarked. The students of different disciplines were selected from all big cities of Pakistan (Islamabad, Karachi, Lahore, Rawalpindi and Peshawar) whose age ranged from 14-19years.

The respondents were provided with some briefing of the research objectives.

Issues of confidentiality and compliance to ethical standards were given proper consideration. Respondents were asked to sign the consent form provided to them to ensure that they were willing to participate in the study. Three sets of questionnaires along with some general demographic data were provided to the participants in the form of booklet. The demographic data included age, gender and family system. It was explained that there were no right and wrong answer and that no question should be left unanswered.

**Statistics:** The data was analyzed using statistical soft ware SPSS version 25 in order to analyze the data Correlation, t-test, ANOVA and Regression were used.

## Results

**Table 1**

*Psychometric Properties of Study Variable (N=300)*

| Variable | Ranges   |             |           |          |               |                  |             |                 |
|----------|----------|-------------|-----------|----------|---------------|------------------|-------------|-----------------|
|          | <i>k</i> | <i>Mean</i> | <i>SD</i> | <i>a</i> | <i>Actual</i> | <i>potential</i> | <i>Skew</i> | <i>kurtosis</i> |
| PPARM    | 24       | 68.32       | 9.40      | .72      | 3.00-27       | 44-39            | -1.92       | 4.75            |
| WA       | 8        | 21.63       | 7.47      | .91      | 3.00-27       | 44-39            | .00         | -1.65           |
| HA       | 6        | 18.13       | 3.90      | .71      | 14-126        | 44-39            | -.47        | .36             |
| IN       | 5        | 16.17       | 3.04      | .50      | 7.0-63        | 44-39            | -.99        | .98             |
| UR       | 4        | 11.82       | 2.41      | .54      | 6.0-49        | 44-39            | -1.02       | 2.06            |
| PPARF    | 24       | 68.37       | 8.61      | .65      | 4.0-36        | 44-39            | -1.32       | 4.54            |
| WA       | 8        | 18.68       | 7.62      | .91      | 28-108        | 18-10            | -.02        | -1.63           |
| HA       | 6        | 14.23       | 3.47      | .95      | 8.00-30       | 18-10            | 1.22        | 5.59            |
| IN       | 5        | 17.75       | 3.93      | .54      | 4.00-24       | 18-10            | .05         | -.74            |
| UR       | 4        | 11.98       | 3.18      | .59      | 4.00-24       | 18-10            | 6.48        | 83.45           |

*Note=CP=Child perception, PPARM=perceive parental acceptance/rejection father, WA=wormth/affection, HA=hostility/aggression, IN:indiffrence/neglect, UR=undifferention al/rejection, PPAR=perceive parental acceptance/rejection father, WA=wormth/affection. HA=hostility/aggression, IN=indiffrence/neglect, UR=undifferentio nal/rejection, FT.marks.=first term marks ,LT marks =last term marks.*

Table 2 indicates that alpha coefficient of perceived parental acceptance/rejection mother, perceived acceptance /rejection father were highly significant i.e. .72, .65 and sub scales of perceived parental acceptance/rejection were also significant i.e. .94.95.54.55 and this indicates high reliability of variables were normally distributed.

**Table 2**

*Relationship between Perceived Parental Acceptance /Rejection, Academic Achievement (N=300)*

|            | M     | SD    | A   | 1 | 2 | 3 | 4     | 5     | 6      | 7      | 8      |
|------------|-------|-------|-----|---|---|---|-------|-------|--------|--------|--------|
| 1. PPARM   | 68.32 | 9.40  | .72 |   |   | - | .72** | .38** | -.27** | -.25** | .26**  |
| 2. PPARF   | 68.37 | 8.61  | .65 |   |   |   |       | .34** | -.25** | -.25** | .23**  |
| 3.FT.Marks | 64.18 | 16.66 |     |   |   |   |       |       |        | .70**  | -.57** |
| 4.LT.marks | 69.59 | 19.17 |     |   |   |   |       |       |        |        | -.52** |
| 5. age     | 16.76 | 1.58  |     |   |   |   |       |       |        |        |        |

Note. N=300, PPARM=perceive parental/ acceptance rejection of mother. PPARF= perceive parental acceptance /rejection of father. FT marks=first term marsk.LT mark= last term marks;\*p<0.05;\*\*p<.01.

**Table 3**

*Parental Acceptance/ Rejection as Predictor of Academic Achievement (N=300)*

| Academic achievement |                  |       |       |      |                |
|----------------------|------------------|-------|-------|------|----------------|
| Predictor            |                  | B     | B     | S.D  | 95% CI         |
|                      | Constant         | 99.32 |       | 6.20 | [87.11,111.52] |
| Parental             | PPM              | -.22  | -.16* | .11  | [-.448,.00]    |
| acceptance/          | PPF              | -.21  | -.13  | .12  | [-.461,.031]   |
| rejection            | R                | .27   |       |      |                |
|                      | R <sup>2</sup>   | .29   |       |      |                |
|                      | F                | 11.99 |       |      |                |
|                      | Δ R <sup>2</sup> | .06   |       |      |                |

Table 3 indicate that perceived parental school involvement (mother version) had significant positive impact on academic achievement (p<.01) and perceived parental school involvement father version had no significant impact on academic achievement (p>.01 ) Similarly perceived

parental rejection PARQ (mother and father) had significant negative impact on academic achievement ( $p < .01$ )

## DISCUSSION

Present study designed to examine the relationship among the perceived parental acceptance /rejection, similarly parental school involvement and academic achievement of adolescent. Another goal of present study was also to examine the role of the demographic variables with respect to the perceived parental acceptance/rejection, parental school involvement, academic achievement, aggression in adolescents. The sample for study was taken from different schools and colleges of all big cities of Pakistan (Rawalpindi, Karachi, Lahore, Peshawar, Islamabad) Main study was carried out on total sample of 300 out of which 150 were males and 150 were females.

A sample of 300 students was selected (male=150, female=150) with age range of 14 to 19 years. Through purposive convenient sampling from all big cities of Pakistan (i.e. Peshawar, Karachi, Islamabad, Lahore, Rawalpindi). Parental Acceptance-Rejection Control Questionnaire and Student thinking About My Homework were used

for data collection. Data analysis was done using t-test, ANOVA and Regression.

It was determined to keep on with using Parental Acceptance-Rejection Control Questionnaire in adolescents. t-test analysis was carried out to find the gender difference in perceived parental acceptance /rejection, and academic achievement in adolescents. ANOVA and regression were used for further analysis. Most of the tables demonstrated significant positive correlation between Perceived parental acceptance/rejection parental school involvements, academic achievement aggression in adolescents. In this research we basically study three main aspects which cause low academic performance in adolescent due to their parents which are parental acceptance/rejection, parental school involvement and parental separation or divorce.

In this study table 1,2,3 showed that children's psychological and social adjustment is related to perceived parental acceptance in Pakistani sample and many issues in adolescent develop by rejection such as offending behavior ,aggression also

lead to poor academic performance and that also our support hypothesis no 1, Perceive parental rejection will have negative relationship with low academic achievement. 4, Perceived Parental acceptance will positively predict higher academic achievements in adolescents. 5, Perceived Parental rejection will positively predict poor academic achievement in adolescents. By controlling socio demographic variables this relationship was held. Previous researches also support these results, supporting PARQ Theory universally finds this relationship between parental acceptance and children's outcomes (Rohner, 2004; Rohner & Britner, 2002). Thus, similarly sample from setting of different cultural, Pakistani children's psychological and social adjustment vary with their experiences of maternal and paternal acceptance.

Table no 1 about determined psychometric properties of the scales and reliability of these scales like perceived parental rejection construct validity appeared to be high. Table no 2 also indicates that alpha coefficient of perceived parental acceptance/rejection mother, perceived acceptance /rejection father were highly significant i.e. .75, .65 and .90 .this indicates high reliability of variables were normally distributed.

Table no 2 demonstrated that Perceive parental rejection was negatively correlated to academic achievement and also support our hypothesis. Perceive parental rejection will have negative relationship with low academic achievement and Perceived Parental acceptance will positively predict higher academic achievements in adolescents.

According to the objective of this research we explore the relationship of between perceived parental acceptance/ rejection and academic performance for these results (See table 1,2 and 3) and hypothesis no 1 that there is positive relationship between parental school involvements and academic achievement also proved by finding of these results. This research as whole supports the negative association between school problem behavior (including aggression and inattention) and achievement while research shows that parent school involvement may improve adolescent's problematic behavior at school. As research on achievement conducted by Hinshaw (1992). According to him children academic performance may improve by Parental love acceptance that can decrease behavioral problems which influence their learning there for behavioral problems that have negative association with academic achievement, social problems,

inattention. According to Hinshaw (1992) previous theory and research in non-disaster-exposed samples showed that adolescent's academic performance can influence by their aggressive behavior.

In Table 3 our results of regression analysis showed that Mother rejection had significant negative impact on academic achievement. Also support the hypothesis. That Perceive parental rejection will have negative relationship with low academic achievement and Perceived Parental acceptance and school involvement will positively predict higher academic achievements in adolescents.

Fan & Chen, (2001) and Hill & Tyson (2009) suggested that parent-child communication love, acceptance and their involvement about school it have been generally found to be positively related to academic achievement. help on students' academic functioning (Levinet, 1997). Aeby et.al (1999 ) explained that an increment in the rate of social, psychological and academic success by family love reduces the rates of problematic behavior of child (Domina, 2005) and lowers rates of grade retention, school rustication (Barnard, 2004; Ma, 1999).

In a study of the worldwide mental health correlates of parental acceptance-rejection, Rohner and Britner (2002) reported longitudinal evidence confirming that parental rejection tends everywhere to precede the development of a variety of mental health problems, such as depression and depressed affect, aggressions and behavior disorders, Children who feel and perceive parental rejection in their life face serious consequences on their personality development and personality functioning (Rohner & Rohner, 1975).

### **Implications**

Thus in the light of findings of the present study it may be suggested that in future, reference and policy development the results of this study will have great inference. Parental warmth is associated with socially valued outcomes in the child whereas parental rejection appears to be associated with outcomes which are not socially valued outcomes which makes the parents important for the children and creates a conflict free relationship, which results in lessening of non-empathic behavior like aggression and enhancing of empathic behavior among children.

- Recent study shows role of parents in school involvement and also their positive and higher academic achievement. To better understand adolescents problems related parents and teachers need to work together to help them according to their role.
- As parents involve themselves with their children in school as it will decrease poor academic performance which will be helpful in achieving a high academic standard.
- The results of study show that parents need to have set boundaries and family rules.
- After careful consideration the results of the present research show children conquer different physical health, family and self associated issues, to stop children from different problems and difficulties by counseling.
- There are many students in private institution can encounter problems of understanding the questionnaire in Urdu version, as they familiar with English language. Therefore it is suggested to use both the versions e.g., English and Urdu in future researches so that the questionnaire will be clear to all students.
- Parents were not involved in research for more information about adolescents so in future researches scales can be used for assessing parent's point of views about their children's.
- It is also suggested that further scales can be used in future research for assessing principle, teacher's and other staff members stereotype behavior concerning school

### **Limitation and Suggestions.**

To understand solutions of the main problems that people face in the society is a new step. There is nothing perfect in this universe and also not possible especially for any scientific research. Limits are important in every research as to encourage the researcher for further variations and explorations and for better understanding.

### **Conclusion**

Present study measured saw Parental Acceptance-Rejection, and academic achievement .results demonstrated that there is positive relationship of PARQ (father and mother) with academic achievement. low academic achievement is a solid indicator of Mother's rejection as opposed to Father's rejection. Our review was motivated, in part, to

determine whether there was sufficient evidence to suggest that parental acceptance-rejection play a central role in a child's life and whether they can be considered a sound vehicle for promoting healthy life in this era. We discovered that parents are important purveyors of development of both girls and boys. We make several recommendations that will expectantly make stronger this field, so that we can exactly conclude the outcomes of parent-

child relationship. With this regard there are two important messages. First, parents significantly play an important role in a child's brought up, and his whole life depends on these in the early hours relations. Secondly, culture, family system and gender are sensitive in the expression of this chord of relationship, and thus may cover the way for more informed position in this relationship.

## REFERENCES

- Agnew, R. (2003). An integrated theory of the adolescent peak in offending. *Youth & Society, 34*(3), 263-299.
- Akse, J., Hale, W. W., Engels, R. C., Raaijmakers, Q. A., & Meeus, W. H. (2004). Personality, perceived parental rejection and problem behavior in adolescence. *Social Psychiatry and Psychiatric Epidemiology, 39*(12), 980-988.
- Ali, S. (2011). Perceived teacher and parental acceptance-rejection, and the academic achievement, adjustment, and behavior of children: Literature review. *International journal of peace and development studies, 2*(5), 138-147.
- Ali, S. (2011). Perceived teacher and parental acceptance-rejection, and the academic achievement, adjustment, and behavior of children: Literature review. *International journal of peace and development studies, 2*(5), 138-147.
- Ahmed, R. A., Rohner, R. P., Khaleque, A., & Gielen, U. P. (2010). Parental Acceptance and Rejection: Theory, Measures, and Research in the Arab World. *Online Submission*.
- Annunziata, D., Hogue, A., Faw, L., & Liddle, H. A. (2006). Family functioning and school success in at-risk, inner-city adolescents. *Journal of youth and adolescence, 35*(1), 100-108.

- Annunziata, D., Hogue, A., Faw, L., & Liddle, H. Berson, M. J., & Berson, I. R. (1999). Studying A. (2006). Family functioning and school success in at-risk, inner-city adolescents. *Journal of youth and ado* Bowlby, J. (1973). Attachment and loss: Separation (vol. 2).
- Aqeel, M., Anjum, U., Jami, H., Hassan, A., & Sadia, A. (2016). Perceived Parental School Involvement and Problems Faced by Students: Comparison of Truant and Punctual Students. *Pakistan Journal of Psychological Research*, 31(1), 241.
- Arrindell, W. A., Emmelkamp, P. M., Monsma, A., Buehler, C., Benson, M. J., & Gerard, J. M. (2006). & Brilman, E. (1983). The role of perceived parental rearing practices in the aetiology of phobic disorders: a controlled study. *The British Journal of Psychiatry*, 143(2), 183-187.
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological bulletin*, 117(3), 497.
- Balli, S. J., Wedman, J. F., & Demo, D. H. (1997). Family involvement with middle-grades homework: Effects of differential prompting. *The Journal of Experimental Education*, 66(1), 31-48.
- Bronte-Tinkew, J., Moore, K. A., & Carrano, J. (2006). The father-child relationship, parenting styles, and adolescent risk behaviors in intact families. *Journal of Family Issues*, 27(6), 850-881.
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American psychologist*, 32(7), 513.
- Interparental hostility and early adolescent problem behavior: The mediating role of specific aspects of parenting. *Journal of Research on Adolescence*, 16(2), 265-292.
- Buser, T. J., & Buser, J. K. (2013). Helping Students with Emotional Abuse: A Critical Area of Competence for School Counselors. *Journal of School Counseling*, 11(9), n9.
- Campo, A. T., & Rohner, R. P. (1992). Relationships between perceived parental acceptance-rejection, psychological adjustment, and substance abuse among young adults. *Child Abuse & Neglect*, 16(3), 429-440.

- Catsambis, S., & Garland, J. E. (1997). Parental Involvement in Students' Education during Middle School and High School. Report No. 18.
- Crick, N. R., & Dodge, K. A. (1994). A review and reformulation of social information-processing mechanisms in children's social adjustment. *Psychological bulletin*, 115(1), 74-108.
- Cheadle, J. E. (2009). Parent educational investment and children's general knowledge development. *Social Science Research*, 38(2), 477-491.
- Domina, T. (2005). Leveling the home advantage: Assessing the effectiveness of parental involvement in elementary school. *Sociology of education*, 78(3), 233-249.
- Dwairy, M. (2010). Parental acceptance–rejection: a fourth cross-cultural research on parenting and psychological adjustment of children. *Journal of Child and Family Studies*, 19(1), 30-35.
- Epstein, J. L. (1995). School/family/community partnerships. *Phi delta kappan*, 76(9), 701.
- Eisenberg, N., & Mussen, P. H. (1989). *The roots of prosocial behavior in children*. Cambridge University Press.
- Epstein, J. L. (2010). *School, family, and community partnerships: Preparing educators and improving schools*. Westview Press.
- Garg, R., Melanson, S., & Levin, E. (2007). Educational aspirations of male and female adolescents from single-parent and two biological parent families: A comparison of influential factors. *Journal of Youth and Adolescence*, 36(8), 1010-1023.
- Hassan, S. B., & Riaz, M. N. (2012). Perception of parental acceptance and rejection in emotionally empathic and non-empathic adolescents. *Pakistan Journal of Social and Clinical Psychology*, 10(2), 60-69.
- Hara, S. R., & Burke, D. J. (1998). Parent involvement: The key to improved student achievement. *School Community Journal*, 8(2), 9-19.

- Hawkins, J. D., & Weis, J. G. (1985). The social development model: An integrated approach to delinquency prevention. *Journal of Primary Prevention, 6*(2), 73-97.
- Herrold, K., & O'Donnell, K. (2008). Parent and Family Involvement in Education, 2006-07 School Year, From the National Household Education Surveys Program of 2007. First Look. NCES 2008-050. *National Center for Education Statistics*.
- Hersov, L. (1977). Faecal soiling. *Child Psychiatry, Modern Approaches. Philadelphia: Blackwell Scientific Publications*.
- Hinshaw, S. P. (1992). Academic underachievement, attention deficits, and aggression: comorbidity and implications for intervention. *Journal of consulting and clinical psychology, 60*(6), 893.
- Hill, N. E., Castellino, D. R., Lansford, J. E., Nowlin, P., Dodge, K. A., Bates, J. E., & Pettit, G. S. (2004). Parent academic involvement as related to school behavior, achievement, and aspirations: Demographic variations across adolescence. *Child development, 75*(5), 1491-1509.
- Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement: Pragmatics and issues. *Current directions in psychological science, 13*(4), 161-164.
- Hojat, M. (2007). Development of prosocial behavior and empathy in the hand that rocks the cradle. *The family in the new millennium: World voices supporting the natural clan, 3*, 98-106.
- Hoover-Dempsey, K. V., & Sandler, H. M. (1995). Parental involvement in children's education: Why does it make a difference?. *Teachers college record*.
- Hoover-Dempsey, K. V., Walker, J. M., Jones, K. P., & Reed, R. P. (2002). Teachers involving parents (TIP): Results of an in-service teacher education program for enhancing parental involvement. *Teaching and Teacher Education, 18*(7), 843-867.
- Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? *Review of educational research, 67*(1), 3-42
- Hodgins, S., Alderton, J., Cree, A., Aboud, A., & Mak, T. (2007). Aggressive behaviour, victimisation and crime among severely mentally ill patients requiring hospitalisation. *The British Journal of Psychiatry, 191*(4), 343-350.

- Hoffmann, J. P., & Dufur, M. J. (2008). Family and school capital effects on delinquency: Substitutes or complements?. *Sociological Perspectives*, 51(1), 29-62.
- Jambunathan, S., Burts, D. C., & Pierce, S. (2000). Comparisons of parenting attitudes among five ethnic groups in the United States. *Journal of Comparative Family Studies*, 395-406.
- Kokko, K., Tremblay, R. E., Lacourse, E., Nagin, D. S., & Vitaro, F. (2006). Trajectories of prosocial behavior and physical aggression in middle childhood: Links to adolescent school dropout and physical violence. *Journal of research on adolescence*, 16(3), 403-428.
- Khaleque, A., & Rohner, R. P. (2012). Pancultural associations between perceived parental acceptance and psychological adjustment of children and adults: A meta-analytic review of worldwide research. *Journal of cross-cultural Psychology*, 43(5), 784-800.
- Khaleque, A., & Rohner, R. P. (2012). Transnational relations between perceived parental acceptance and personality dispositions of children and adults: A meta-analytic review. *Personality and Social Psychology Review*, 16(2), 103-115.
- Lareau, A., & Horvat, E. M. (1999). Moments of social inclusion and exclusion race, class, and cultural capital in family-school relationships. *Sociology of education*, 37-53.
- Leve, L. D., Kim, H. K., & Pears, K. C. (2005). Childhood temperament and family environment as predictors of internalizing and externalizing trajectories from ages 5 to 17. *Journal of abnormal child psychology*, 33(5), 505-520.
- McNeal Jr, R. B. (2014). Parent involvement, academic achievement and the role of student attitudes and behaviors as mediators. *Universal Journal of Educational Research*, 2(8), 564-576.
- McNeal Jr, R. B. (1999). Participation in high school extracurricular activities: Investigating school effects. *Social Science Quarterly*, 291-309.
- O'Bryan, S. T., Jomills Henry Braddock, I. I., & Dawkins, M. P. (2008). An examination of the effects of school-based varsity sport participation and parental involvement on male academic behaviors. *Challenge (Atlanta): A Journal of Research on African American Men*, 14(2), 1-28.
- O'Bryan, S. T. (2010). Examining School-Based Sport, Parental Involvement, and College-

Preparedness Among US Public High Assessment.  
School Students: A Path-Analytic

IJOART