

Role of Parents' Financially Support and Parents' Motivation in Students' Academic Achievement



Dr. Muhammad Pervaiz	Assistant Professor Department of Education, The Islamia University of Bahawalpur Campus Rahim Yar Khan. drpervaiz220@yahoo.com
Dr Munawwar Ahmed	Lecturer education department, virtual university of Pakistan munawwar.ahmed@vu.edu.pk
Zaib u Nisa	MPhil Scholar, The Islamia University of Bahawalpur, Campus Rahim Yar Khan mrs.ataa094@gmail.com

Abstract: *The objective of the study to investigate the role of parents' financially support and parents' motivation in students' academic achievement. Quantitative research design with descriptive approach was carried out for research. The population of study was all the (boys & girls) secondary students from public sector of district Rahim Yar Khan. Through multistage sampling technique, 40 schools from all four tehsils of district Rahim Yar Khan was selected keeping in view the boys/girls students, after that at least 10 students from each school were selected. Data were collected from 400 secondary school students with the help of a self-developed questionnaire. Collected data were entered for analysis into statistical package of social sciences (SPSS). Mean, S.D, Independent samples t-test and correlation were applied. Results of the study indicated that domestic environment and its subsidiary factors had significant effect on their academic achievement. This research will help the parents and teachers to understand that how parental financially and parents motivation plays a fundamental and significant role in academic achievement of students.*

Keywords: SPSS, Education, Parents, Motivation, Financially Support and Academic

Introduction

Education is important for development of cognitive, effective, and psychomotor skill. The possibility of academic failure among recent secondary students has forced the government and stakeholders to take notice. It is general view that educational standard is a substantial topic checking the states upcoming from taking contact to capable human properties. Greatest secondary school students encounter academic issues that show academic performance.

Several researchers have focused on the causes of the fall in secondary school pupil's academic performance. Egunsola (2014) reported that family structure and financial resources have an impact on academic performance of students.

Ogbemudia and Aiasa (2013) reported that students' poor performance was due to a lack of a solid home foundation. While Adenike (2013) They determined that each of these factors must be carefully considered and that influences on academic achievement from the kid's family, society, government, and school may combined be the cause of these negative trends. Such study main objective is to evaluate how to home life affects secondary student's academic achievement. Several researches have demonstrated that family cohesion and relationships are accurate predictors of achievement.

It has been noticed that over time, when evaluated, pupils who have studied the same courses from the same teachers perform

differently. This demonstrates how factors outside of the classroom affect students' academic performance. Additionally, the academic performance gaps between gifted and non-gifted students cannot be attributed to the learning environment in the classroom. Thus, a number of other uncontrollable circumstances could be too responsible for pupil's general academic performance of secondary school students. Bhavsar believe that background of family is the most significant and weightiest factor in determining the academic success of an individual. The performance that a student achieves is influenced by social class factors as well as family and educational environment. Vadivel et al. (2023) emphasized that the family social interactions and the environment can have an impact on the academic performance, either positively or negatively.

A Child's Success trains young people to be contributing members of society and education, and this informal training begins at home. When a child is born into the world, it first enters its home. A place where a child lives with his parents and is brought up in the best home. In this environment, the child begins to understand the norms and values of the society of which they are a part. The family is the fundamental social unit of every culture and offers young children early stimulation and experience. Students have the power to boost or detract from his academic and self-performance (Ekanem et al., 2004). Because of the significant influence of the family on the child and role as the major socialization agent, the family can either help or hinder a child's theoretical attainment, depending on the social climate in the home. Variation in family's psychosocial and emotional resiliency could be indicator of students' academic performance, either high or low, considering the interplay between students high and low socioeconomic status and emotional stability, which is a requirement for academic success Adebule & Aborisade (2014) such study explained the impact of home environment on a student and their academic performance in secondary school in Adamawa State. The kid's environment is defined by their immediate surroundings. It is also known as the

physical and mental disorders that affect children. The right home environment must be provided by the students' parents or guardians in order to facilitate effective learning and educating their charges. Additional factors that affect students' academic performance at home include their parents educational background, occupations, economic status, marital status, and home, as well as their family size and peer groups. It includes all of the human and material resources that are available in the house and have an influence on the education and lifestyle of life of the children, such as parents' educational level, their profession, their social status, and the social interacting amenities that are offered there. So that the foundation for a child's education and for their primary socialization, which serves as the basis for all other agents of socialization, is laid at home. A child's education from parents and other important the potential of adults at household having a substantial impact and dominating impact on the child's performances future in lifetime. What a child studies at home-based and the ways in which his or her family inspires him or her towards education affects whether a child does well or poorly in school. Even so, the environment also contributes significantly to each person's success in life and in school.

Significance of the Study

The home environment has been recognized as influencing children's academic achievement and development. The domestic setting and parental involvement, motivation, financially support, and their relationship offer a web of social, physical, and intellectual forces that have an impact on a student's academic performance.

This study is helpful for teachers in teaching process to make effective teaching according to the nature of the students, after this study parents knew about the parent's role in the domestic environment and brilliant academic achievement if parent provide peaceful environment financially support, to give proper time, to give full concentration on activities of student, and motivate him/her then the student gets brilliant academic achievement. Keep in mind individual difference of students Administrators impose such rule and regulation.

Curriculum planners develop curriculum accordingly, and rule maker to organize in an actual way so that our pupil's container take a complete character and improved abstract attainment after implementation their official teaching.

Statement of the Problem

Domestic environment is basic factor which effects students' learning and academic achievements by Suleman and Hussain (2014). One of study carried out by Suleman and Hussain (2014) at Karak district of district KPK showed that, parental social status had positive effect on academic achievements of secondary level students. The education of parents has significant effect on domestic environment and such environment has effect on children's information, assistances. Parents complicated in learning actions at home-based have helpful properties on their scholars' learning attainments. Educated parentages can also deliver good leadership to their families as they have previously away done the procedure of teaching and they are aware of the statuses and falls of learning results and consequently they could also share the learning life skills which are very great to motivate their children for educations (Idris et al., 2020).

The objective of the study was to find out effects of domestic atmosphere on educational attainment of secondary level pupils. This study has Indicator of domestic environment such as Parental involvement, motivation, financially support, relationship and social status while above mentioned research had carried out only Parental 'Social Status only one indicator of domestic environment. Area of study was changed. And study was figure out the effect of parental involvement, motivation, financially support and relationship on academic achievement of secondary level student not only about Parents' Social Status. According to one of finding of study, parental involvement had positive significant effect on secondary level student. One other study carried out by Condo et al. (2022) "effect of parental involvement on academic achievements of secondary level". Student's academic achievement is necessary as well as learning of student. It is important to

achieve good academic result for getting a best job, for making a good career opportunity. Therefore, it's necessary to understand such factors that affect student's academic achievement. Thus, the topic the study is "Effect of domestic environment on academic achievement of secondary level students" in RahimYar Khan District.

Objective of the Study

The objective of the study were:

1. To investigate the role of parents' financially support and parents' motivation on students' academic achievement.

Hypothesis of the Study

H₀₁: There is no significant relationship between parental financially Support and academic achievement secondary students

H₀₁: There is no significant relationship between Parents' motivation and academic achievement of secondary school student.

REVIEW OF LITERATURE

In this section, we will discuss the literature review of the variables used in the current study; domestic environment and academic achievement, parents' relationship and academic achievement, parent's socioeconomic status and academic achievement, financially support and academic achievement, parental motivation and academic achievement, parents' involvement and academic achievement. In the beginning, there is a delivery of a conceptual discussion regarding the various elements of domestic environment and academic accomplishment.

Domestic environment refers to the physical, social surroundings of the home, which significantly influences the students' academic success. Study had shown that the environment in which students grow up plays a vital role in their academic success. This literature review aims to explain the effect of the domestic environment on students' academic achievement.

The authors Dunlop (2022) state that a child's home environment can help or hurt his or her chances of succeeding in school and adjusting well to life. The young person's important

opinions on domestic life it shapes total life. one of the most important factors that can affect an adolescent's learning and academic achievement is the environment of the household.

Some homes consistently exude positive thinking about education its effect on students' learning, academic achievement, excitement, and pleasure. These emotions can be seen in the people who live in these houses. Children who are raised in households where there is an atmosphere of fear, despair, cynicism, and rage are more likely to develop bad concept about education if that is the environment in which they were raised. Thus, such student cannot obtain a good achievement in education. According to Valencia Mamani (2022) the more contented the parents are and the more upbeat the general atmosphere in the home, the more favorable the effect is on the development of their children. Children who are raised in contented homes, both by their parents and by their siblings, and who have plenty of opportunities to share positive experiences with one another are likely to mature into well-adjusted adults. Found that a couple's marital happiness affects the home's atmosphere. In most cases, a warm and supportive home environment reflects the close and gratifying relationship that exists between the parents. It is highly likely that a domestic situation that is generally unsatisfying will be the outcome of conflict between the parents. Hearing their parent's dispute rarely benefits children, and prolonged disagreement can have serious consequences.

The social environment of the home also plays a significant role in determining academic achievement. Parental engagement in the children's education positively affected academic achievement. The study also builds that parental involvement was more significant than socioeconomic status in determining academic success. Furthermore, positive relationships between parents and their children, such as frequent communication, had a positive effect on academic achievement.

The social environment of the home is another crucial factor in determining academic achievement. Parental involvement is a widely

researched aspect of the social environment. Parental participation, including involvement at home and at school, was positively related to academic achievement in children. Other research has found that parental support and positive family relationships can also play a role in academic achievement.

The physical environment of the home is a crucial factor in determining the academic achievement of students. Students living in overcrowded homes with inadequate lighting, ventilation, and heating were more likely to have lower academic achievement than those living in spacious, well-lit, and well-ventilated homes. Similarly, the presence of noise in the home environment was negatively associated with academic achievement.

The physical environment of the home can play a significant role in a student's academic achievement. Household chaos, including clutter and disorganization, was associated with lower academic achievement in children. Environmental factors such as indoor air quality, lighting, and noise levels were related to academic performance in college students. Specifically, better indoor air quality, natural lighting, and lower noise levels were associated with higher academic achievement. Academic achievement is a quality result that shows how better a student achieved on specified objectives in school, college, and university contexts. This includes the ability to read, write, and perform mathematical calculations.

Academic achievement is calculated by many factors, including procedural and declarative information acquired through education. Grades and educational success tests are more curricular indicators. Degrees and certificates are also offered. Due to the fact that each criterion reflects intellectual activities, it can be said that they are all, to a certain extent, representative of an individual's intellectual potential. Achieving success in one's studies is critical to the lives of people living in developed societies. If a student is given the chance to continue their education, it will depend on their academic success as measured by their grade point average (GPA) or by standardized tests designed for selection purposes, like the SAT (Scholastic Assessment

Test) (e.g., to attend a university 2022).

An individual or family's social status indicates their relative social and financial position. This position is determined by factors such as their income, level of education, and line of employment. When determining the socioeconomic status of a family, it is not sufficient to simply look at the features of each individual member; rather, the education level of both the mother and the father, as well as their employment status and total income, are taken into consideration (GOP, 2008).

Academic achievement is a significant outcome of a student's learning experience, and it is highly influenced by the domestic environment in which they live. Parents play a crucial role in shaping their child's academic performance through their motivation and support. This literature review aims to explore the effect of domestic environment on students' academic achievement with a focus on parents' motivation. In recent years, several studies have been conducted to investigate the relationship between parents' motivation and their child's academic achievement.

Rani et al. (2022) found that parental motivation had a positive effect on their child's academic achievement. They reported that parents who had high motivation for their child's education were more likely to be involved in their child's academic activities, such as helping with homework, attending parent-teacher meetings, and providing educational resources at home. Similarly, (Tsai et al., 2020) found that parents who had high academic expectations for their child were more likely to be involved in their child's education and provide support that positively influenced their academic achievement. The study also reported that parents' involvement in their child's education had a significant effect on their child's academic performance.

Moreover, Guan et al. (2020) found that parental involvement and support were positively associated with their child's academic achievement. They reported that parents who were involved in their child's education and provided emotional support had a significant

positive effect on their child's academic performance. In contrast, a study by (Wang et al., 2021) reported that parental pressure and control had a negative effect on their child's academic achievement. They found that parents who had high academic expectations for their child and exerted control over their child's academic activities had a detrimental effect on their child's academic performance. The literature review has shown that parental motivation plays a crucial role in enhancing students' academic achievement in the domestic environment.

Research Methodology

Basically, there are three main types of research design such as quantitative, qualitative and by combining the former two the third type is mixed methods research design. The nature of the study was a quantitative. Research design of the study was descriptive. Reason for selecting this research design was that, the design was best suited to objectives and nature of the study and easy to collect numerical data from respondents.

Population

The population is the entire unit of people or objects that a researcher considers for their research (Faiz et al., 2021; Jabeen et al., 2022; Kanwal et al., 2022; Lakhan et al., 2020; Mah Jabeen et al., 2021; Munir et al., 2021; Saeed et al., 2021; Sajjad et al., 2022). All secondary school students (boys and girls) enrolled in government schools of District Rahim Yar Khan were the study population. The district was chosen specifically because there are not many studies on this topic in this area.

Sample and Sampling Technique

A sample of a study is a subset of individuals from a larger population (Shahzad et al., 2023a, 2023b; Siddique, 2020; Siddique et al., 2022; Siddique et al., 2021; Siddique, et al., 2023; Siddique et al., 2021). Using a multi-stage sample process, 400 secondary school students were selected from each of the district's tehsils in Rahim Yar Khan.

Instruments of the Study

A questionnaire was used as a means of data

collection from the participants in the present study.

Data Collection

For this study, secondary school students enrolled in special secondary schools in District Rahim Yar Khan provided the data, which was collected personally by the researcher with the

help of MPhil colleagues.

Data Analysis

Statistical Program for Social Sciences version 22 (SPSS) was used to analyze the collected data. Data were analyzed using independent samples t-test, frequency, percentage and mean.

Results

Table 1

B	Parents 'Financially Support	SDA	DA	SDA+DA	UD	SA	A	A+SA	Mean	Level
1	Landlord family has impact on student academic career.	10.3	19.1	29.4	25.9	26.7	18.1	44.8	3.23	Medium
2	Profession of parents have greatly influence on student's academic success	1.7	14.2	15.9	19.6	23.7	40.8	53.15	3.87	High
3	Parents discussing domestic finance problem in front of student have effects on their result	7.6	19.6	26.12	11.2	33.5	28.1	61.6	3.55	Medium
4	Permission of Parents using of cell phone have good effects on student academic achievements	14.4	20.5	34.9	16.4	28.9	19.8	47.17	3.19	Medium
5	Permission of Parents using of cell phone have bad effects on student academic achievements	7.6	16.4	23.10	15.4	30.1	30.6	60.7	3.59	Medium
6	Decisions of parents to imposed have impact on student academic achievement	7.8	14.4	21.12	21.5	26.2	30.1	56.3	3.56	Medium
7	Providing pick and drop services also impact on student result.	11	13	24	22.2	21	31.8	52.8	3.48	Medium
8	Parents financially support also have great influence on good achievement.	3.2	10.5	13.7	23	31.1	32.3	63.4	3.78	High

Most of the students (44.8%) were agreed with statement” Landlord family has impact on student academic career.” On the other hand (29.4%) students were disagreed however, (25.9%) students were undecided about the statement. Its mean score is 3.23 calculated which is present in medium level. According to table 1 statement “Profession of parents have greatly influence on student’s academic success” most of the students were agreed (53.15%) with this statement while (15.9%) students were disagreed with statement as the same time (19.6%) students were remain neutral about the statement. Mean score of its statement is 3.87 which are at high level. Data in the table of 1 explain most of the students (61.6%) were

agreed with the statement” Parents discussing domestic finance problem in front of student have effects on their result” however, (26.12%) students were disagree with statement and (11.2%) students were undecided about the statement. Its mean score is calculated 3.55 which are existing in medium level. Most of the secondary school students (47.17%) agreed with the statement” Permission of Parents using of cell phone have good effects on student academic achievements” although (34.9%) students were not agreed with this statement. And (16.4%) students were undecided about the statement. Calculated mean score is 3.19 which are at medium level. Table reveals that most of the students (60.7%) agreed with this argument”

Permission of Parents using of cell phone has bad effects on student academic achievements.” On the other hand (21.12%) students were disagreeing with this argument as the same time (21.5%) students were undecided. Its mean score is calculated 3.59 which is exist in level of medium. The table Explain that statement” Decisions of parents to impose have impact on student academic achievement.” most of the student (56.3%) agreed with it. Moreover (21.12%) students were disagreeing with the statement while (21.5%) students were undecided. Mean of statement calculated score is 3.56. Its level is medium. The most of the

students (52.8%) agreed with the statement” Providing pick and drop services also impact on student result. whilst (24%) students were disagree with this statement moreover (22.2%) students were undecided about the statement. Its mean score is 3.48 and its level is medium. According to the statement “Parents financially supports also have great influence on good achievement” most of the students about (63.4) were agreed whilst (13.77%) students were disagreed. Moreover (23%) students were undecided with this statement. Its mean score is 3.788 and its level is high.

Table 2

C	Parents ‘motivation	SDA	DA	SDA+DA	UD	SA	A	A+SA	Mean	Level
1	Parents facilitating for extra academic tuition have a big effect on academic achievement.	2.4	8.6	10.10	16.1	45.5	27.4	72.9	3.86	High
2	Parents motivation of education have a large good impact on result	2.9	12.5	14.14	19.1	33	32.5	65.5	3.79	High
3	Proper time for study has great effects on academic achievement	8.1	12.2	20.3	16.4	35.7	27.6	62.13	3.62	Medium
4	Parent’s home works have also impact on student academic performance.	6.6	15.2	21.8	13	24	41.3	65.3	3.78	High
5	Parents encouragement in self-decision making have great influence on academic achievement	8.8	8.1	16.9	18.8	29.6	34.7	63.13	3.73	High
6	Pocket money has also important role in good academic achievement.	6.1	25.7	31.8	14.7	31.5	22	53.5	3.37	Medium
7	Parents’ permission to go for a trip with class is works as an educational motivator.	7.1	12.2	19.3	12.5	24.4	42.3	66.7	4.09	High
8	Student’ personal cell phone also important for good academic achievement.	13.2	20.8	33.10	21	27.9	17.1	44.10	3.14	Medium
9	Facilities of Wi-Fi also important role play in brilliant academic success.	13.4	11	24.4	13.7	27.4	34.5	61.9	3.58	Medium

This table 2 reveals that most of the students (72.9 %) were agreed with the statement “Parents facilitating for extra academic tuition have a big effect on academic achievement”. At the same time (10.10%) students were disagreed. Additionally, (16.1%) students were doubtful. The mean score calculated 3.86 and level is high. ‘Parents motivation of education

have a large good impact on result’ about this statement most of the students (65.5%) acceded whilst (14.14%) students were protested. Furthermore (19.1%) students were uncertain. Its mean score is 3.79 and its level is high. Table 2 shows that most of the students (62.13%) were assent with statement of “Proper time for study has great effects on academic achievement”

although (20.3%) students were debated. Besides (16.4%) students were uncertain. Its calculated mean score is 3.62 and its level is medium. According to this statement “Parents home works have also impact on student academic performance” majority of students (65.5%) were consent with this statement while (21.8%) students were argued with it. Furthermore (13%) students were not sure to this statement the calculated mean score is 3.78 and its level is high. “Parents encouragement in self-decision making have great influence on academic achievement” about this statement many students (63.13%) were contracted although (16.9%) were argued. Moreover (18.8%) students were unsure. Its mean score is 3.73 and its level is high. The table 2 explains that communication “Pocket money has also important role in good academic achievement” large part of students (53.5%) were agreed to this statement while (31.88 %) students were disagreed. Moreover (14.7%) students were undecided with this statement. Calculated mean score is 3.37 and its level is medium. According

to this statement “Parents’ permission to go for a trip with class is works as an educational motivator” majority of students (66.7%) were assent whilst (19.3%) students were protested with this statement. Additionally, (12.5%) students were unsure. Its mean score is 4.09 and its level is high. “Student’ personal cell phone also important for good academic achievement” for this statement most of the students (44.10%) were agree at the same time (33.10%) students were disagreed with this statement. Furthermore (21%) students were uncertain. Its calculated mean score is 3.14 and its level is medium. The table reveals that the statement “facilities of Wi-Fi also important role play in brilliant academic success” majority of the students (61.9%) were assent although (24.4%) students protested with this statement. Moreover (13.7%) students were unsure. Its mean score is 3.58 and its level is medium.

H_{01} : There is no significant relationship between parental financially Support and academic achievement secondary students

Table 3 Relationship between Parents ‘Financially Support and Students’ Academic Achievement

Variables	Pearson Correlation	Academic Achievement
Parents’ financially Support	Sig. (2-tailed)	-0.058
	N	0.000
		409

Table 3 reveals that Pearson correlation was applied to find the relationship between students’ academic achievement and Parents ‘Financially Support of students. The data in the table shows the negative relationship between students’ academic achievement and Parents ‘Financially Support of students. So, the null hypothesis ‘there is no significant relationship between students’ academic achievement and

parents’ financially support of students’ was rejected. It means the Parents ‘Financially Support of students has negative effect on their academic achievement.

H_{02} : There is no significant relationship between Parents ‘motivation and academic achievement of secondary school student.

Table 4 Relationship between Parents’ motivation And Students’ Academic Achievement

Variables	Pearson Correlation	Academic Achievement
Parents’ Motivation	Sig. (2-tailed)	0.55
	N	0.014
		409

Table reveals that Pearson correlation was applied to find the relationship between

students’ academic achievement and Parents ‘motivation of students. The data in the table

show the negative relationship between students' academic achievement and Parents 'motivation of students. So, the null hypothesis 'there is no significant relationship between students' academic achievement and Parents 'motivation of students' is rejected. It means the Parents 'motivation of students has positive effect on their academic achievement.

Conclusion

It was concluded that majority of students were agreed that parents 'financially support had significant effect on their academic achievement. Agreement of students was at medium level. It means that financially support had effect on students' Academic achievement at secondary level. It was concluded that majority of students were agreed that parents 'motivation had significant effect on their academic achievement. Agreement level of students was high. It means that parents' motivation had significant effect on students' Academic achievement at secondary level.

Discussion

One study conducted by Davis et al. (2020) investigated the effects of parental financial support on the academic achievement of college students. The results of the study showed that students who had parental financial support were more likely to have higher GPAs and lower dropout rates than students who did not. This shows that parental financial support can reduce financial stress and give students the tools they need to focus on their education. Another study by Lin and Lai (2023) examined the effects of parental financial contributions on the academic achievement of high school students. The results of the study showed that students who received financial support from their parents were more likely to complete high school and continue their education. This suggests that parental financial support can go a long way in motivating and empowering pupils to achieve their learning goals.

These findings emphasize how important parental financial support is in promoting academic achievement. Parents can help students fully engage in their academic pursuits, provide a conducive learning environment, and

alleviate financial hardship by providing financial resources. It's important to remember, though, that financial aid alone cannot ensure academic success. Children's overall success is also affected by additional factors such as parental involvement, emotional support, and availability of educational materials.

Finally, prior research supports the majority of students' belief that parental financial support has a significant impact on their academic progress. Studies by Davis et al. (2020) and (Lin & Lai, 2023) Cite data that show how parental financial support improves student academic performance. Policies and interventions in education that enhance children's academic progress can benefit from understanding the effects of parental financial support.

Recommendations

The findings suggest that parents may provide necessary financially support related to study but not permitted for extravagant, and create a positive learning environment to enhance academic success. It found that parental motivation had highly effects on students' academic achievement. Then the findings suggest that govt. may introduce new policy and strategies that motivate the parents about their children's education.

References

- Adebule, S. O. and O. J. Aborisade (2014). "Gender comparison of attitude of senior secondary school students towards mathematics in Ekiti state, Nigeria." *European Scientific Journal* 10(19).
- Adenike, A. O. (2013). "Effects of family type (monogamy or polygamy) on students' academic achievement in Nigeria." *International Journal of Psychology and Counselling* 5(7): 153-156.
- Adenike, A. O. (2013). Effects of family type (monogamy or polygamy) on students' academic achievement in Nigeria. *International Journal of Psychology and Counselling*, 5(7), 153-156.
- Bhavsar, D. M. Factors Influencing Achievement in Science at Secondary

Level.

- Condo, J. S., Chan, E. S., & Kofler, M. J. (2022). Examining the effects of ADHD symptoms and parental involvement on children's academic achievement. *Research in Developmental Disabilities*, 122, 104156.
- Condo, J. S., Chan, E. S., & Kofler, M. J. (2022). Examining the effects of ADHD symptoms and parental involvement on children's academic achievement. *Research in Developmental Disabilities*, 122, 104156.
- Davis, J. P., Janssen, T., Dworkin, E. R., Dumas, T. M., Goldbach, J., & Monterosso, J. (2020). Influences of victimization and comorbid conditions on substance use disorder outcomes in justice-involved youth: A discrete time survival mixture analysis. *Development and psychopathology*, 32(3), 1045-1058.
- Dunlop, R. (2022). *Parental divorce at adolescence: a longitudinal study* [Macquarie University].
- Dunlop, R. (2022). *Parental divorce at adolescence: a longitudinal study* [Macquarie University].
- Egunsola, A. (2014). "Influence of home environment on academic performance of secondary school students in agricultural science in Adamawa State Nigeria." *Journal of Research & Method in Education* 4(4): 46-53.
- Egunsola, A. (2014). Influence of home environment on academic performance of secondary school students in agricultural science in Adamawa State Nigeria. *Journal of Research & Method in Education*, 4(4), 46-53.
- Ekanem, A., Obiekezie, A., Kloas, W., & Knopf, K. (2004). Effects of crude extracts of *Mucuna pruriens* (Fabaceae) and *Carica papaya* (Caricaceae) against the protozoan fish parasite *Ichthyophthirius multifiliis*. *Parasitology Research*, 92, 361-366.
- Ekanem, A., Obiekezie, A., Kloas, W., & Knopf, K. (2004). Effects of crude extracts of *Mucuna pruriens* (Fabaceae) and *Carica papaya* (Caricaceae) against the protozoan fish parasite *Ichthyophthirius multifiliis*. *Parasitology Research*, 92, 361-366.
- Faiz, Z., Iqbal, T., Azeem, A., Siddique, M., & Warraich, W. Y. (2021). A Comparative Study between Online and Traditional Counseling for Students with Attention Deficit Hyperactivity Disorder (ADHD): School Psychologists Perspective in the Obsequies of Pandemic COVID-19. *Linguistica Antverpiensia*, 2021(3), 5763-5777.
- Guan, W.-j., Ni, Z.-y., Hu, Y., Liang, W.-h., Ou, C.-q., He, J.-x., Liu, L., Shan, H., Lei, C.-l., & Hui, D. S. (2020). Clinical characteristics of 2019 novel coronavirus infection in China. *MedRxiv*. Idris, M., Hussain, S., & Ahmad, N. (2020). Relationship between Parents' Education and their children's Academic Achievement. *Journal of Arts & Social Sciences*, 7(2).
- Jabeen, S., Siddique, M., Mughal, K. A., Khalid, H., & Shoukat, W. (2022). School Environment: A Predictor Of Students' Performance At Secondary Level In Pakistan. *Journal of Positive School Psychology*, 6(10), 2528-2552.
- Kanwal, W., Qamar, A. M., Nadeem, H. A., Khan, S. A., & Siddique, M. (2022). Effect of Conceptual Understanding of Mathematical Principles on Academic Achievement of Secondary Level Chemistry Students. *Multicultural Education*, 8(3), 242-254. <https://doi.org/10.5281/zenodo.6370449>
- Lakhan, G. R., Ullah, M., Channa, A., ur Rehman, Z., Siddique, M., & Gul, S. (2020). The Effect of Academic Resilience and Attitude on Managerial Performance. *Elementary Education online*, 19(3), 3326-3340. <https://doi.org/10.17051/ilkonline.2020.03.735498>
- Lin, Y.-T., & Lai, H.-J. (2023). Has there been an adequate poverty reduction policy for

- single-parent households? An examination of the financial support for the single-parent and two-parent families with children in the Taiwanese context. *Asia Pacific Journal of Social Work and Development*, 1-16.
- Mah Jabeen, S., Aftab, M. J., Naqvi, R., Awan, T. H., & Siddique, M. (2021). Prevalence of Students with Learning Difficulties in Basic Arithmetic Operations in the Subject of Mathematics at Elementary Level. *Multicultural Education*, 7(5), 444-453.
<https://doi.org/10.5281/zenodo.5110685>
- Munir, M., Ali, M. S., Iqbal, A., Farid, M. F., & Siddique, M. (2021). Relationship Between Learning Environment And Performance of Students at University Level. *Humanities & Social Sciences Reviews*, 9(3), 877-884.
<https://doi.org/10.18510/hssr.2021.9385>
- Ogbemudia, M. and M. Aiasa (2013). "Influence of home environment on the academic performance of primary five pupils' in English Language in Orhionmwon Local Government Area of Edo State." *Merit Research Journal of Education and Review* 1(5): 120-125.
- Ogbemudia, M., & Aiasa, M. (2013). Influence of home environment on the academic performance of primary five pupils' in English Language in Orhionmwon Local Government Area of Edo State. *Merit Research Journal of Education and Review*, 1(5), 120-125.
- Rani, S., Kumar, P., Dahiya, P., Maheshwari, R., Dang, A. S., & Suneja, P. (2022). Endophytism: A multidimensional approach to plant-prokaryotic microbe interaction. *Frontiers in Microbiology*, 13, 861235.
- Saeed, A., Warraich, W. Y., Azeem, A., Siddique, M., & Faiz, Z. (2021). Use of Social Media Apps for Cyberstalking during Pandemic COVID-19 Lockdown: A Cross-Sectional Survey at University Students of Lahore. *Multicultural Education*, 7(11), 334-343.
<https://doi.org/10.5281/zenodo.5705998>
- Sajjad, Q., Siddique, M., & Tufail, I. (2022). Teacher-Student Interaction towards Chemistry at Secondary Level *Global Educational Studies Review*, VII(II), 167-174.
[https://doi.org/10.31703/gesr.2022\(VII-II\).16](https://doi.org/10.31703/gesr.2022(VII-II).16)
- Shahzad, M., Lodhi, H., & Siddique, M. (2023a). Secondary School Teachers' Perception of Goal Attainment and Measures of Quality Control in Lahore District. *Global Social Sciences Review*, VIII(I), 579-588.
[https://doi.org/10.31703/gssr.2023\(VIII-I\).53](https://doi.org/10.31703/gssr.2023(VIII-I).53)
- Shahzad, M., Lodhi, H., & Siddique, M. (2023b). Study the Relationship between Parenting Style, and Child. *Global sociological Review*, VIII(I), 287-298.
[https://doi.org/10.31703/gsr.2023\(VIII-II\).28](https://doi.org/10.31703/gsr.2023(VIII-II).28)
- Siddique, M. (2020). *Students' Attitude towards Learning of Chemistry at Secondary School Level in Lahore District* [Unpublished M.Phil thesis, Minhaj University, Lahore, Pakistan].
- Siddique, M., Ahmed, M., Feroz, M., Shoukat, W., & Jabeen, S. (2022). Attitude Towards Learning Chemistry: A Case Of Secondary School Students In Pakistan. *Journal of Positive School Psychology*, 6(12), 1031-1055.
- Siddique, M., Ali, M. S., Nasir, N., Awan, T. H., & Siddique, A. (2021). Resilience and Self-Efficacy: A Correlational Study of 10th Grade Chemistry Students in Pakistan. *Multicultural Education*, 7(9), 210-222.
<https://doi.org/10.5281/zenodo.5498287>
- Siddique, M., Hassan, K. H. U., & Akmal, F. (2023). The Role of Resilience for Developing the Self-Efficacy Among Chemistry Students in Pakistan. *VFAST Transactions on Education and Social Sciences*, 11(1), 38-48.

- Siddique, M., Siddique, A., & Khan, E. A. (2023). Academic Optimism and Teachers' Commitment: An Associational Study of Pakistani Teachers. *Journal of Educational Research and Social Sciences Review (JERSSR)*, 3(1), 178-188.
- Siddique, M., Tatlah, I. A., Ali, M. S., Awan, T. H., & Nadeem, H. A. (2021). Effect of Total Quality Management on Students' Performance in Chemistry at Secondary Level in Pakistan. *Multicultural Education*, 7(11), 592-602. <https://doi.org/10.5281/zenodo.5828015>
- Suleman, Q., & Hussain, I. (2014). Effects of classroom physical environment on the academic achievement scores of secondary school students in kohat division, Pakistan. *International Journal of Learning & Development*, 4(1), 71-82.
- Suleman, Q., & Hussain, I. (2014). Effects of classroom physical environment on the academic achievement scores of secondary school students in kohat division, Pakistan. *International Journal of Learning & Development*, 4(1), 71-82.
- Tsai, T.-H., Lin, W.-Y., Chang, Y.-S., Chang, P.-C., & Lee, M.-Y. (2020). Technology anxiety and resistance to change behavioral study of a wearable cardiac warming system using an extended TAM for older adults. *PloS one*, 15(1), e0227270.
- Vadivel, B., Alam, S., Nikpoo, I., & Ajanil, B. (2023). The Impact of Low Socioeconomic Background on a Child's Educational Achievements. *Education Research International*, 2023.
- Vadivel, B., Alam, S., Nikpoo, I., & Ajanil, B. (2023). The Impact of Low Socioeconomic Background on a Child's Educational Achievements. *Education Research International*, 2023.
- Valencia Mamani, M. V. (2022). Clima social familiar y afrontamiento al estrés académico en estudiantes de un colegio de educación secundaria de Cusco, 2022.
- Valencia Mamani, M. V. (2022). Clima social familiar y afrontamiento al estrés académico en estudiantes de un colegio de educación secundaria de Cusco, 2022.
- Wang, C., Wang, Z., Wang, G., Lau, J. Y.-N., Zhang, K., & Li, W. (2021). COVID-19 in early 2021: current status and looking forward. *Signal Transduction and Targeted Therapy*, 6(1), 114.