

## The Relationship between Parental Quality Time Investment and Student Performance

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### Abstract

Parental involvement is crucial for children's academic success and their overall development. Parents are naturally concerned about the educational progress of their children and try to help them in their studies; although they spend time but mere time spending doesn't fetch the expected results. This study investigates the impact of parental quality time investment on students in Government Higher Secondary Schools in District Kohat. Despite increasing parental involvement, fruitful results remain indefinable. Lack of parental quality time involvement is identified as a problem affecting student outcomes. The study encompasses all 18 higher secondary schools in District Kohat, with a sample size comprising 699 teachers, 18 principals, and 18,122 students. A meticulously designed questionnaire was administered to gather data on parental involvement, demographic information, and academic performance. Analysis reveals a significant positive correlation between parental engagement and academic success ( $P < .001$ ). Quality time spent with children emerges as a key factor influencing academic performance. Teachers, principals, and students highlight the importance of parental support in fostering a conducive learning environment. The study identifies areas where the problem of lack of parental involvement exists. The findings underscore the necessity for parents to invest quality time in their children's education and well-being. Educators can utilize these insights to promote parental involvement and enhance student outcomes. Policymakers should prioritize initiatives supporting collaborative partnerships between schools and parents for holistic development. Administrators should implement programs aimed at increasing parental engagement, such as workshops, seminars, and outreach campaigns.

**Keywords:** Academic performance, Child development, Education, Parental involvement, Quality time investment

### Introduction

Parental engagement is widely acknowledged as a fundamental element of academic success, exerting a positive

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influence on a child's educational journey and overall well-being (Wikle, 2023). Research by Hango (2007) emphasizes the lasting impact of active parental involvement on children's holistic development, encompassing both their physical and intellectual well-being. This comprehensive engagement, often synonymous with good parenting, not only enhances a child's confidence but also fosters their academic achievements. However, despite parents' innate concern for their children's welfare and educational progress, there exists a discrepancy between their efforts to support their children and the desired outcomes, leading to a critical research gap in understanding the mechanisms behind effective parental involvement.

A comprehensive review by Harris and Goodall (2009) underscores the significance of parental involvement in shaping children's education and academic success. Vigilant monitoring of children's educational progress, both online and offline, plays a crucial role in their growth and learning experience. Moreover, the literature suggests that high-quality parent-child interactions during early childhood provide substantial benefits (Attanasio et al., 2020). As children transition into school, the time parents invest in reading with them and actively participating in their learning significantly influences their educational progress (Bower and Griffin, 2011). Active companionship, as highlighted by Carvalho et al. (2021), further contributes to children's overall well-being, emphasizing the multifaceted nature of parental involvement in education.

Engaging in parent-child reading sessions and interactive play are identified as valuable forms of parental investment that positively impact children's cognitive, physical, social, and emotional development (Britto et al., 2006; Ginsburg, 2007). However, despite the established relationship between parental engagement and academic success, there remains a gap in understanding the underlying mechanisms driving effective parental involvement, particularly in the context of Pakistan.

In this study, the researcher aims to delve into the mechanisms and underlying reasons behind parental involvement in education, seeking to uncover effective strategies for enhancing it and fostering positive outcomes in the realm of education. While existing research demonstrates the positive impact of parental participation on students' performance across all grade levels, there is a need for a deeper understanding of how to effectively translate parental efforts into tangible

educational benefits. Insights gained from this study can inform the development of targeted interventions and initiatives aimed at enhancing parental involvement in education, thereby fostering stronger partnerships between parents, educators, and educational institutions in Pakistan. By leveraging established models such as Epstein's six forms of involvement and strategies proposed by Comers' approach and Swap's model, stakeholders can work collaboratively to bridge the communication gap between parents and schools, ultimately enhancing children's educational performances and overall well-being.

### *Problem Statement*

The problem at hand revolves around parental involvement in children's education in Pakistan, particularly in Khyber Pakhtunkhwa. As children grow, parental roles in education become more critical, demanding greater knowledge and professionalism. While empirical research, exemplified by White (2018), highlights the positive impact of parental engagement on academic performance, a challenge persists.

Many parents in this region lack the qualifications and awareness needed for effective educational support, potentially hindering their children's performance. It had been experienced that parents do show concern about the academic progress of their children but instead of supporting the children in right direction they push them which have a negative effect on students' academic performance. Therefore, this study aims to investigate the qualitative aspects of parental time investment in education and its influence on academic achievements. By unraveling these complexities, we aim to provide insights and solutions for parents' and educators in Pakistan to better guide the younger generation in navigating educational challenges effectively.

### *Research Objectives*

The study was centered on the following objectives;

- i. To find out participants' perceptions about "quality time investment "in student's education?"
- ii. To explore the effects of parental quality time investment on students' Academic achievements
- iii. To find out the level of parental attention required to boost students' academic achievement
- iv. To determine the effect of regularity and routine setting by parents on students' academic achievement.

- v. To identify effects of avoiding multitasking on students' academic achievement.

#### *Research Hypotheses*

The following hypotheses were designed to test the variables of the study. Hypothesis were drawn in the light of Research Objectives.

H<sub>01</sub>: There is no significant effect of parental quality time investment on students' academic achievement.

H<sub>02</sub>: There is no significant effect of parental attention in boosting students' academic achievement.

H<sub>03</sub>: There is no significant effect of regularity and routine setting by parents on students' academic achievement.

H<sub>04</sub>: There is no significant effect of avoiding multi-tasking on students' academic achievement.

#### **Literature Review**

Parental involvement stands as a cornerstone in the architecture of adolescent development, with its profound impact on academic prowess and holistic growth being extensively documented across disciplines. In the parent-child relationship, parents' emotional warmth can not only provide a positive emotional atmosphere to the child but also play a positive role in the psychological regulation of their child (Liu et al., 2022).

Delving into the annals of psychology, education, and family studies unveils a rich tapestry of research elucidating the myriad facets of parental engagement and its transformative influence on the trajectory of adolescents' lives. More frequent interaction with parents promotes well-being (Nie et al., 2020). Integral to this discourse is the GROW (Goal, Reality, Options, Will) model of coaching, an acclaimed framework pioneered by Sir John Whitmore, which serves as both a beacon and a compass in navigating the complex terrain of parental involvement, guiding stakeholders towards fostering enriching environments where adolescents flourish.

At the nucleus of effective parental involvement lies the art of goal-setting, where the delineation of clear objectives becomes the harbinger of transformative change. Research underscores that parental engagement tailored towards specific academic ambitions, such as enhancing scholastic performance or cultivating intrinsic motivation, yields the most salient dividends for adolescents. By crystallizing tangible goals for parental participation, such as fostering emotional resilience or

nurturing academic curiosity, caregivers can marshal their efforts with precision and purpose towards sculpting their children's educational odyssey.

A nuanced comprehension of the prevailing landscape of parental involvement unveils invaluable insights crucial for steering intervention endeavors towards their zenith. Studies illuminate the pivotal role of scrutinizing the quality and dynamics of parent-child relationships, while unraveling the barriers impeding effective parental engagement, be it temporal constraints or resource paucity. By embracing the intricate nuances of parental involvement within each familial milieu, interventions can be meticulously tailored to surmount specific hurdles and address bespoke needs, thus orchestrating a symphony of support finely attuned to individual cadences.

The lexicon of parental involvement burgeons with a plethora of strategies and resources, each holding the potential to catalyze transformative change in the lives of adolescents. Literature extols the virtues of proffering an expansive array of options for parental engagement, spanning from immersive workshops and communal support groups to curated online repositories teeming with wisdom. Moreover, interventions imbued with a spirit of flexibility and autonomy empower parents to cherry-pick strategies that resonate most deeply with their ethos and circumstances, thereby metamorphosing passive spectators into architects of change.

Nurturing the indomitable will and fervent commitment of parents to actively partake in their children's odyssey of growth constitutes the quintessence of efficacious parental involvement initiatives. Research elucidates the imperative of kindling intrinsic motivation and fortifying self-efficacy amongst parents, while dismantling barriers that threaten to shroud their willingness to engage. By harnessing the latent aspirations of parents to sculpt their progeny's destinies, interventions imbued with the attitude of the GROW model strengthen an enthusiastic spirit of ownership and responsibility of well-being, propelling sustained parental involvement on a trajectory of unwavering dedication and resolve.

Incorporating the GROW model into the fabric of parental involvement initiatives gives them with a shine of magnificent, granting them with a structured framework steeped in purpose and efficacy. By embracing the tenets of coaching, these initiatives metamorphose into crucibles of empowerment,

where parents are encouraged to chart the course of their children's futures with clarity and conviction, thus birthing a renaissance in academic achievement and holistic development that reverberates through the annals of time. Children who experience joy and emotionally warm companionship with their parents are more likely to develop a healthy, well-adjusted personality.

This positive parental interaction contributes to a high index of well-being among children. Conversely, when parents lack quality companionship with their children, it becomes challenging for children to achieve and sustain healthy character development. The absence of positive emotional connections and companionship from parents may hinder children's overall well-being and development.

## **Research Methodology**

### **Research Design**

This research employed quantitative data and numbers to comprehend how parents invest quality time in their involvement. By collecting specific information, Researcher gained a deep understanding of the topic. Researcher used a quantitative approach alongside numerical research methods to create a highly detailed study.

### **Population**

The study population comprised 699 Teachers, and 18 Principals from Government Higher Secondary Schools (GHSS) (Male) in District Kohat, along with the entire student population spanning both the 9th and 10th grades, totaling 18,122 students.

### *Sampling*

The resulting sample consisted of 18 principals, 32 teachers, and 42 students, representing a diverse array of perspectives within the educational context. This comprehensive sampling approach aimed to ensure a thorough understanding of parental involvement in education across different stakeholder groups within the district.

### *Sampling Techniques*

This approach aimed to capture a comprehensive range of perspectives from both the broader population and individuals in close proximity, thereby enhancing the study's validity and reliability. For this purpose, dual distribution strategy was implemented for the questionnaire, wherein it was distributed to both the entire population and a subset of the nearest audience.

In this study researcher considered all 18 Principals of Government Higher Secondary Schools in District Kohat formed the sample base, ensuring representation from diverse educational settings.

For the selection of teachers, a Non-Probability convenience sampling method was employed targeting all teachers from GHSS Togh Bala. This approach was chosen due to its practicality and feasibility, allowing for the inclusion of a representative sample of teachers within the study's scope.

### Data Analysis

In the data analysis phase, SPSS 26 software was used for statistical analysis. Various techniques were applied, including mean, variance and T test for data interpretation. Mean offered insights into variable averages, while variance measured data dispersion. The analysis spanned from basic descriptive stats to inferential methods. The study also employed a 95% Confidence Interval of the Difference, providing a range for true differences in groups or variables. This enhanced research credibility and included vital statistics t-values, degrees of freedom (df), mean differences.

**Table 1**

*95% Confidence Interval of the Difference for Parental Involvement Undivided Attention*

S. No	Principals			Teachers			Students		
	t	df	Mean Difference	t	df	Mean Difference	t	df	Mean Difference
Q1	8.444	17	1.389	16.613	31	1.844	11.015	41	1.81
Q2	9.796	17	1.611	10.335	31	1.781	13.569	41	1.929
Q3	9.897	17	1.833	13.43	31	2	13.032	41	1.69
Q4	15.118	17	1.833	10.315	31	2.344	14.499	41	3.429

**Table 2**

S. No	Principals			Teachers			Students		
	t	df	Mean Difference	t	df	Mean Difference	t	df	Mean Difference
Q1	7.818	17	1.444	15.911	31	1.75	15.382	41	1.643
Q2	9.364	17	1.556	11.576	31	1.469	14.217	41	1.548
Q3	10.719	17	1.556	11.558	31	1.938	19.536	41	1.524
Q4	8.043	17	1.611	10.81	31	1.75	13.741	41	1.619
Q5	6.985	17	1.611	15.092	31	1.625	14.381	41	2.333

Q6	8.695	17	1.444	15.331	31	1.719	17.026	41	1.69
Q7	11.747	17	1.389	13.212	31	1.563	14.519	41	1.405
Q8	12.907	17	1.556	12.703	31	2.313	16.409	41	1.286

*95% Confidence Interval of the Difference for Parental Involvement No Multi- Tasking*

**Table 3**

*95% Confidence Interval of the Difference for Parental Involvement Unconditional*

S. No	Principals			Teachers			Students		
	t	df	Mean Difference	t	df	Mean Difference	t	df	Mean Difference
Q1	14.577	17	1.667	12.703	31	2.313	14.42	41	1.833
Q2	7.376	17	1.333	12.915	31	1.844	11.237	41	1.833
Q3	10.1	17	2	12.736	31	1.875	13.463	41	1.643

*Affection*

**Table 4**

*95% Confidence Interval of the Difference for Parental Involvement Routine & Regularity*

S. No	Principals			Teachers			Students		
	t	df	Mean Difference	T	df	Mean Difference	t	df	Mean Difference
Q1	11	17	1.833	16.566	31	1.781	13.338	41	1.524
Q2	11.985	17	1.444	17.085	31	1.531	14.021	41	1.643
Q3	17.631	17	1.778	19.16	31	1.875	16.231	41	1.643
Q4	11.662	17	1.333	17.841	31	1.688	12.838	41	2.81
Q5	13.626	17	1.611	17.537	31	1.563	13.8	41	1.714
Q6	9.718	17	1.722	9.649	31	1.906	11.387	41	1.738
Q7	14.577	17	1.667	17.841	31	1.688	16.362	41	2.976
Q8	12.907	17	1.556	15.4	31	1.844	13.914	41	1.952
Q9	12.907	17	1.556	14.434	31	1.938	11.259	41	1.81
Q10	11.662	17	1.333	18.602	31	1.719	15.514	41	1.405



Table 1, 2, 3, and 4 provides a detailed overview of the following results and outcomes. The results in given tables demonstrate significant findings across various domains for Principals, Teachers and Students. Notably, Unconditional Affection (Q3) showed the highest mean difference of 1.778, indicating a substantial impact. For Teachers, it reveals consistent significance, with Unconditional Affection (Q3) also demonstrating the highest mean difference of 1.875. Similarly, it also indicates noteworthy outcomes for Students, with Unconditional Affection (Q7) displaying the highest mean difference of 2.976. These findings highlight the robust influence of specific factors on the respective groups.

**Table 5***Correlation among variables (principals)*

	Unconditional Affection	Undivided Attention	Routine Regularity	No Multi-Tasking
Unconditional Affection	1			
Undivided Attention	.149	1		
Routine Regularity	.019	.725	1	
No Multi-Tasking	.149	1.000	.725	1

Correlation is significant at the 0.01 level (2-tailed).

Table 5 illustrates the relationships among four variables within our study, with the respondents being students. The correlation matrix revealed several noteworthy connections between these variables. First and foremost, unconditional affection showed a perfect correspondence with itself, as expected ( $r = 1$ ). Second, there was a small and statistically insignificant positive connection between Undivided Attention and Unconditional Affection ( $r = 0.149$ ,  $p = 0.555$ ). Third, Unconditional Affection displayed a very modest and statistically negligible positive connection with Routine Regularity ( $r = 0.019$ ,  $p = 0.940$ ). Fourth, another small and statistically insignificant positive connection was observed between No Multitasking and Unconditional Affection ( $r = 0.149$ ,  $p = 0.555$ ). Notably, Undivided Attention and Routine Regularity exhibited a high and statistically significant positive association ( $r = 0.725$ ). Finally, a perfect and statistically significant positive association ( $r = 1.000$ ) was found between Undivided Attention and No Multitasking. These findings emphasize the essential and robust associations between these principles, highlighting their relevance to Undivided Attention as well as both Routine Regularity and No Multi-tasking.

**Table 6**  
*Correlation Among Variables (Teachers)*

	Unconditional Affection	Undivided Attention	Routine Regularity	No Multi- Tasking
Unconditional Affection	1			
Undivided Attention	.014	1		
Routine Regularity	-.007	.532	1	
No Multi-Tasking	.097	.164	.490	1

Correlation is significant at the 0.01 level (2-tailed).

In Table 6, which focuses on teachers as the respondents, Researcher examined the relationships between four key variables. The results provide valuable insights. First, Unconditional Affection exhibits a perfect correlation with itself, which is expected ( $r = 1$ ). However, the connection between Unconditional Affection and other factors is less pronounced. There is only a very modest and practically negligible positive relationship with Undivided Attention ( $r = 0.014$ ), and a slight, almost negligible negative relationship with Routine Regularity ( $r = -0.007$ ). A minor, but still negligible, positive connection is seen with No Multi-Tasking ( $r = 0.097$ ).

The most substantial findings emerge in the associations between Undivided Attention and the other factors. There is a notably strong positive connection with Routine Regularity ( $r = 0.532$ ), highlighting the importance of maintaining a regular teaching approach and giving undivided attention to students. Furthermore, there is a moderately significant positive relationship between Undivided Attention and No Multi-Tasking ( $r = 0.490$ ), suggesting that focusing solely on teaching tasks, without multitasking, can be advantageous in the educational context.

In short, the data indicates that, among teachers, Undivided Attention plays a pivotal role, with meaningful and moderate associations with both Routine Regularity and No Multi-Tasking factors, underlining their relevance in enhancing the teaching and learning environment.

**Table 7**

	Unconditional Affection	Undivided Attention	Routine & Regularity	No Multi- Tasking
Unconditional Affection	1			
Undivided Attention	-.130	1		
Routine and Regularity	.268	-.064	1	
No Multi-Tasking	-.097	-.009	.238	1

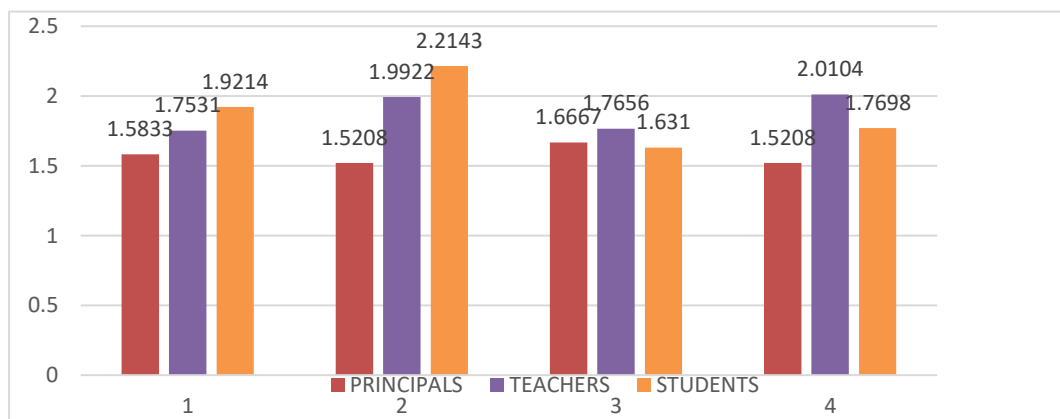
*Correlation among variables (students)*

Correlation is significant at the 0.01 level (2-tailed).

Table 7 provides insight into the relationships between four variables with students as the respondents. First, Unconditional Affection exhibits a perfect correlation with itself, which is expected ( $r = 1$ ). However, when examining the connections between Unconditional Affection and other factors, the results are less significant. There is only a slight and practically negligible negative relationship with Undivided Attention ( $r = -0.130$ ). Moreover, there is a moderate positive connection between Unconditional Affection and Routine Regularity ( $r = 0.268$ ), but it does not reach statistical significance ( $p = 0.086$ ). Finally, a minor, negligible negative relationship is observed with No Multi-Tasking ( $r = -0.097$ ).

In summary, the data suggest that, among students, these factors do not exhibit statistically significant connections, indicating that they may not strongly influence one another in this context.

*The Average Values For Principals, Teachers, And Students*



**Figure (a)**

Figure (a) shows the average values for Principals, Teachers, and Students in terms of the data being examined. Principals, on average, have a score of 1.5927, with a minimum score of 1.5208 and a maximum score of 1.6667. Teachers, on average, have a score of 1.8803, with a minimum score of 1.7531 and a maximum score of 1.9922. Students, on average, have a score of 1.8836, with a minimum score of 1.631 and a maximum score of 2.2143. These values indicate the central tendency of each group, with Principals having the lowest average score, Teachers falling in the middle, and Students having the highest average score. The differences in average scores among these groups suggest variations in their perspectives or responses to the variables being studied, which may have implications for the study's findings and conclusions.

## **Discussion**

In exploring parental quality time investment, our research primarily relied on gathering and analyzing quantitative data using structured questionnaires tailored to the research theme. These questionnaires were thoughtfully constructed to capture specific insights appropriate to understanding how parents perceive and prioritize quality time with their children. Following the careful collection of quantitative data, rigorous statistical analysis was conducted. Through this analytical process, Researcher aimed to reveal correlations, trends, and significant statistical relationships directly linked to parental involvement and its impact on students' academic performance. The numerical insights gathered from this analysis were crucial in shaping our understanding and forming conclusive statements concerning the pivotal role of parental quality time investment in influencing academic outcomes and overall student development. This quantitative approach allowed us to draw comprehensive and nuanced conclusions about the effects of parental involvement, particularly in terms of quality time spent with children. By examining numerical data, Researcher could isolate significant associations between parental engagement and positive academic outcomes, reinforcing the importance of fostering meaningful parental interactions for students' educational success and well-being.

## **Findings**

The analysis revealed significant positive effects of parental quality time investment on academic performance. The results indicated significant positive effects of parental attention on academic performance. The analysis demonstrated significant positive effects of regularity and routine setting by parents on academic performance. The findings indicated significant positive effects of avoiding multitasking on academic performance. The data analysis confirms the positive impact of active parental involvement on children's academic performance and emotional well-being. The findings are based on t-tests data which shows positive impact of parental quality time investment on children's well-being and academic progress. In our quantitative analysis of students' academic performance, Researcher employed a systematic approach to measure the impact of parental involvement on academic progress.

Our study initially identified that academic performance among students was not meeting the desired standards. However, as Researcher collected and analyzed quantitative data, Researcher began to observe a positive trend associated with increased parental involvement.

### **Academic Performance**

Our quantitative findings revealed a significant correlation between parental involvement and improvements in students' academic performance. Through the analysis of standardized test scores, grades, and other objective academic metrics, Researcher was able to quantify the positive impact of active parental participation. Students whose parents were more engaged in their education consistently demonstrated higher scores and improved academic outcomes. These quantitative results also emphasized the increased levels of confidence and motivation among students with actively involved parents. Statistical analysis further validated this connection, highlighting the statistical significance of these improvements. Additionally, feedback from teachers and educators consistently supported our quantitative findings, reinforcing the link between parental involvement and enhanced academic performances. In summary, our quantitative analysis provided strong evidence of the positive influence of parental involvement on students' academic performance, as measured by objective academic indicators and statistical significance.

### **Conclusion**

The key findings of this research highlight the significant impact of parental companionship characterized by joy and emotional warmth on children's well-being and character development. Specifically, children with parents who prioritize creating positive emotional connections tend to exhibit healthier, well-adjusted personalities. Conversely, the absence of quality companionship from parents poses challenges to children's development, hindering their ability to achieve and maintain positive outcomes.

These findings underscore the critical role of parental involvement in shaping academic performance and overall adolescent development. To leverage these insights effectively, the following integrated recommendations are proposed.

#### *1. Promotion of Affection Programs*

Develop programs that emphasize the importance of unconditional affection in adolescent development through workshops and awareness campaigns. These initiatives should highlight the role of emotional support in education and overall well-being.

## *2. Patience Workshops and Positive Parental Behavior*

Organize patience workshops for parents to cultivate patience in their interactions with children. These workshops can significantly impact various aspects of child development, including self-esteem, communication skills, and emotional growth.

## *3. Child-Centered Academic Support*

Encourage parents to involve their children in academic decisions, fostering an environment that promotes motivation and enhances academic performance.

## *4. Resources for Healthy Relationships and Effective Communication*

Parenting guides for effective communication and quality time spent with children. These resources should be readily accessible through schools and community organizations, emphasizing the importance of quality interactions in fostering academic and emotional growth.

## *5. Continuous Feedback Mechanism*

Establish a structured mechanism for ongoing research and feedback collection involving parents, teachers, and students. This feedback loop will be instrumental in refining parental involvement efforts and ensuring their effectiveness. By integrating these recommendations, the research aims to create a comprehensive approach to parental involvement that not only improves academic outcomes but also nurtures well-rounded adolescent development. It is evident that a symbiotic relationship exists between these strategies for parental involvement, and this approach will be pivotal in ensuring positive outcomes in children's education and overall well-being.

## **Operational Definition**

### *Parenting*

Activities of bringing up students as a parent.

*Parental Involvement*

Supervision of students by Parents'. It is the relationship between parents' and their students. Parental involvement is actually parent's behaviors that intend to academic success.

*Parents' Quality Time Investment*

It is the actual and effective time spent with students intends to better academic achievement.

*Parent Teacher Council (PTC)*

It is a non-political forum where parents', teachers and community representatives can provide an effective representation of the community.

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