

Life Skills and Academic Achievement of Secondary School Students in Relation to Parental Involvement and Working Status of their Mothers

Deepa Sikand Kauts Gaganpreet Kaur***

Abstract

Education is fundamental for the development of society. The more educated the people of a society are, the more enlightened and well-organized the society might be. The more the parents engage in the process of imparting life skills and education to their children, the more the children might shine in their academic career and to become the fruitful and responsible members of the society. The present research aims to explore the role of parental involvement and working status of the mothers in the attainment of life skills and improving the academic achievement of their children. The research was conducted in Jalandhar city (Punjab). Ten schools were selected through simple random sampling in the sample frame of present study. A total of 400 students of 9th class of secondary school were taken as respondents. Survey questionnaire to measure life skills, academic achievement, parental involvement working status of the mothers were used as a tool for data collection. Mean, standard deviation and 2×2 ANNOVA were employed to analyze and interpret the difference of data. After the analysis of data it was found that the life skills of students differ with regard to the parental involvement. The academic achievement of the students differs with regard to the working status of the mothers.

Keywords: Life skills, academic achievement, parental involvement

*About Authors: *Associate Professor & **Assistant Professor, M.G.N College of Education, Jalandhar*

INTRODUCTION

“Life skills are abilities that help us to adapt so that we can deal effectively with the challenges of everyday life.”

Today, more and more societal pressures, greater intricacy, uncertainty, multiplicity, rapid changes in the environment and continued dispossession put adolescents at the crossroads of their lives facing an undefined future in facing the responsibilities of adulthood and to penetrate the world of work. During the 21st century, life, worldwide, is undergoing remarkable transition change. Rapidly changing social, moral, ethical and religious values have escorted in certain 'life styles' in the present society particularly among the youth. The strain faced by the adolescent in

such a current situation is gigantic. This is revealed by raising suicide rates (49,259 in 2013 in India, Registrar general of India) and growing crime among young persons. There is vital need to present today's youth with a new set of customs and systems to deal with the demands of life. It is essential that the youth be helped to cultivate skills inherently to knob a wide diversity of choices, fluctuations and stressors.

Children are more likely to have life skills, higher academic achievement levels and improved behavior when mother, father and teacher are involved in their education. The role of parental involvement in children's education has become a central issue in educational policy and research. Parents should provide attentive

hands-on care to their children. More educated mother creates more and more educated population. Mother's employment status is also related with child outcome, it is through the family those effects take place. Outcomes of children are associated with mothers' sense of well-being and-parenting style. Educated working woman is in a better position to know how to keep balance between her job and family as compared to unemployed educated woman because of economic problems.

The focus of this study is to examine the role of parental involvement, working status of their mothers in developing life skills and academic activities of their children.

Life Skills

“Life Skills are the skills to change your life so that you are able to dream, determine, incubate, create and direct your own meaning from life - free from the attachments and co-dependencies of the past.”

A “skill” is the learned ability to carry out a task with pre-determined outcome often within a given amount of time, energy, or both. "Life skills" are defined as psychosocial abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.

Nelson (1993) states life skills are personally responsible sequence of self-helping choices in specific psychological skills areas conducive to mental wellness. People require a repertoire of life skills according to their developmental tasks and specific problems of living.

Powell (1995) defines life skills as the life coping skills consonant with the developmental tasks of the basic human development processes, namely those skills necessary to perform tasks for a given age and

of human development-psychological, physical, sexual, vocational, cognitive, moral, ego and emotional.

Life Skills Education in India

In Indian schools however, life skills education is yet to be completely initiated and recognized as an integral element of the curriculum. Shiela Ramakrishnan,(2010) in her article in Teacher Plus, says that in most schools, value education is baffled with life skills education. According to her, most schools have value education as part of the curriculum as it is one of the necessities of the NCF, although there is not much emphasis on life skills education. The Central Board of Secondary Education (CBSE) asserts that life skills education has been introduced in class 6th in 2003-4, in class 7th in 2004-5 and subsequently in classes 8th, 9th and 10th. The CBSE has currently introduced (in 2012) life skills training programme as part of Continuous and Comprehensive Evaluation targeted at the adolescent students between 10-18 years of age. SarvaShikshaAbhiyaan (SSA) has under its schedule life skills training for the upper primary girls along with providing quality elementary education. Life skills education has often been confused with vocational education. Indian education system has not yet awakened to the requirement of life skill training programmes in its schools.

The Ten Core Life Skills As Laid Down By WHO are

1. Self awareness
2. Empathy
3. Critical thinking
4. Creative thinking
5. Decision making
6. Problem solving
7. Interpersonal relationship skills
8. Effective communication
9. Coping with stress.
10. Coping with emotions

Academic Achievement

Mehta (1969) defined academic achievement as “academic performance includes both curricular and co-curricular performance of the students. It indicates the learning outcome of the students. In class rooms students performs their potentials efficiently, as a result of it, learning takes place”.

Bandura (1997) academic achievement consistently relates to positive identity structures, which encompass self-esteem, self-efficacy, and motivation.

Zimmerman (2001) revealed that academic achievement can be defined as self-regulated learning, including excellence in sports, arts, culture, behavior, confidence, and communication skills, and it shows how learners control their emotion, feelings, and actions in order to academically achieve.

Factors Affecting Academic Achievement

Several factors that impact student achievement are:

1. geographic location
2. socioeconomic status
3. students of color
4. high school enrollment
5. parent education level
6. truancy
7. disciplinary actions: suspensions and expulsions
8. disabilities and extra-/co-participation

Parental Involvement

Learning begins at home through dealings with one’s family. More broadly, parental involvement in education has been defined as “parents’ interactions with schools and with their children to promote academic success” (Hill et al., 2004). Such interactions extend beyond the engagement with schools, to the residence life and the expectations and values for education that are communicated directly and indirectly to children. These

conceptualizations focus on individual students and their families. Parental involvement has been conceptualized as “collective parental pressure” on schools or the impact of combined utilization of school policies such as school choice, exiting public schools and district assignments in favor of private, charter, and magnet schools (Epple & Romano, 1998; McMillan, 2000). Collective parental pressure can also occur through planned parent-teacher associations or simply through concerned parents monitoring the schools. It can impact school quality and climate and, in turn, school performance and school reputation. In addition to focusing on collective influence of parents, the outcomes of interest frequently are focused at the collective performance of schools or school districts, rather than individual students’ academic progress. The contribution of just a few parents may influence the quality of instruction in a classroom or a school and thereby, influence the academic achievement development of many students (McMillan, 2000).

Dornbusch and Ritter (1988) studied the effects of parent involvement in high school activities on student outcomes. The study was based on questionnaire data from students, regardless of educational background, adolescents whose parents attended school functions received higher grades than adolescents whose parents did not. The authors also found that the lowest levels of family involvement in school programs and processes were among the parents of average students, minority students, students in step-families, and students in single-parent households.

George (1995) Search Institute found that four practices of parental involvement discussions about homework, discussions about school and school work, helping with homework, and attending school meetings and events decline significantly between grades six

and twelve. The study revealed that by the junior or senior year in high school relatively few adolescents have parents who maintain an active interest in their education.

Working Status of the Mother

“Mother’s employment status is also related with child results, it is through the family those effects take place. Outcomes of children are related with mothers’ sense of well-being and-parenting style.”

“Working mothers”, as a label, refers to women who are mothers and who work outside the residence for income in addition to the work they perform at home in raising their children.

Employed mothers in contrast with permanent homemakers, showed less demarcation between sons and daughters in their discipline style and in their goals for their children.

Those mothers who are highly educated and working are more sensitive to their children. They focused on the point that parents should offer attentive hands-on care to their children. Parents especially with university education spend well over an hour a day more caring for children than do parents with no education. Educated working mother irrespective of race, religion, culture, region and heritage is under the influence of intense responsibilities all around the world. She is related to maternal stress. It is the responsibility of mother to educate her children according to the necessity of contemporary economic and social needs. Education eradicates poverty, darkness, deficiency and dearth. An Educated employed woman not only contributes to the development of economic success of the nation but also greatly serves her families in all aspects of life. This study is to study the role of working mothers in the academic achievement of their children. An employed educated woman has a good social exposure and has rich experiences of modern trends. On the other hand, it is a general

perception that educated employed woman is limited only to earning and her children are ignored, which affects the behavior and performance of her children adversely. Educated working woman is in a better position to know how to keep balance between her job and family as compared to unemployed educated woman because of economic problems.

Ernest and Young (1975) “The study revealed the attitude and adjustment that have taken place since list debuted. The struggling, rebellious, nurturing and negotiating that happen in homes and in offices are more complex and important than ever because how women in the workplace think and behave is reshaping cultural setting”.

Lesler D. C & Alice C (1999) “Mother education is the mean of support to sustain the lifelong services of a mother in methods and manners, to polish her children deeds, activities, behavior, academics and performance in education. World education of mothers always help getting better educational opportunities for girls and women develop skills that allow them to make decisions to take action and influence community change in key areas. So all these programs have optimistic force and effect on some of the deepest and important issues of our time, to overcome environmental factors, chemical pollution, population growth, peace and safety, and to minimize gap between the rich and poor, to educate, engage inspire future generation with great care”.

Murray (2010) According to the national survey on 25th anniversary of the working mothers 100 best companies initiative by “challenges still facing working mothers, how mothers feel about their live, career and future generation that more than half of the people on American payrolls are women and moms are the primary or co-breadwinners in almost two thirds of all families. American families are in position to rethink who works,

who stays home to care for the kids and who work”.

Children are more likely to have life skills, higher academic achievement levels and improved behavior when parents are involved in their education.

Objectives

The present study was designed to attain the following objectives:

1. To study the life skills of adolescent and their academic achievement in relation to their parental involvement.
2. To study the life skills of adolescent and their academic achievement in relation to working status of the mother.

Hypotheses

The study was designed to study the following hypotheses:

HO1 There exists no significant difference on the score of life skills of the students from high parental involvement group and low parental involvement group.

HO2 There exists no significant difference on the score of life skills of the students of working and non-working mothers.

HO3 There is no interaction effect between parental involvement and working status of the mothers on the life skill of the students.

HO4 There exists no significant difference on the score of academic achievement of the students from high parental involvement group and low parental involvement group.

HO5 There exists no significant difference on the score of academic achievement of the students of working and non-working mothers.

HO6 There is no interaction effect between parental involvement and working status of the mothers on the academic achievement of the students.

METHOD

Sample

In order to conduct the study, 400 students of 9th class was selected randomly from 10 Secondary Schools of Jalandhar city.

Design of the Study

Parental involvement and working status of mothers were studied as independent variables and used for the purpose of classification vis-à-vis high parental involvement and low parental involvement and working mothers and non-working status of their mothers. 2×2 factorial design was employed on the scores of life skills. The same design was employed for academic achievement scores. The design of the present

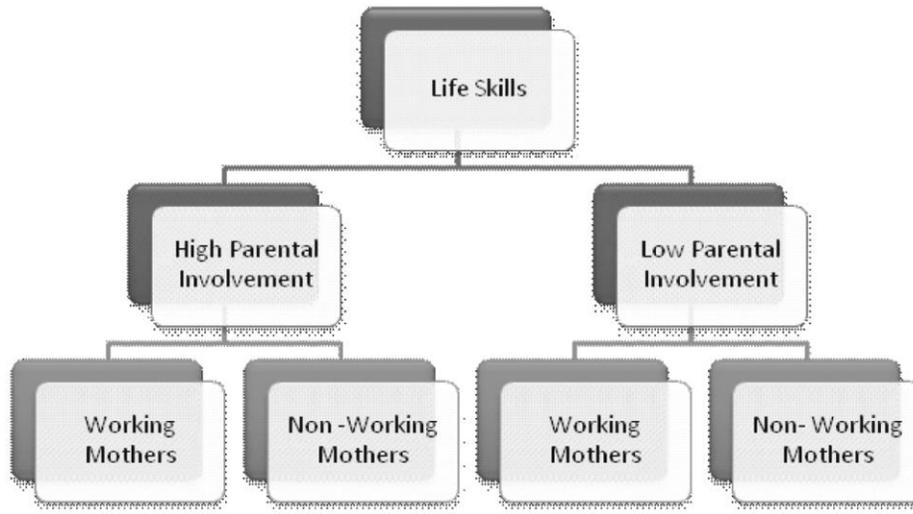


FIG 1. 2×2 FACTORIAL DESIGN FOR LIFE SKILLS, PARENTAL INVOLVEMENT AND WORKING STATUS OF THE MOTHERS

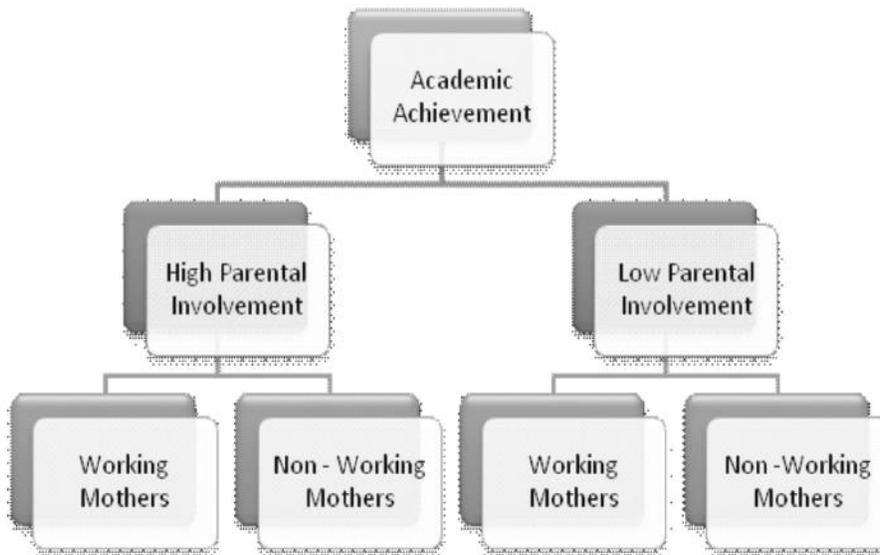


FIG 2. 2×2 FACTORIAL DESIGNS FOR LIFE SKILLS, PARENTAL INVOLVEMENT AND WORKING STATUS OF THE MOTHERS

study was as follows:

Tools

Following tools were employed for the present study:

1. Life skills scale (prepared by Ahuja, Malvinder 2012)
2. The Parental involvement scale (prepared by Chouhan, Vijaya&Arora, Gunjan 2009)
3. Information blank for academic achievement and working status of the mothers.

Procedure

List of Secondary Schools of Jalandhar city was prepared. 10 schools were randomly selected from the list. From these schools 9th class students were selected. Students were classified into two groups: low parental involvement and high parental involvement. Information blank

for working status of the mothers was administered to these separated groups. These two groups were further classified into two groups: working mothers and non-working mothers. To all these four groups scale of life skills and information blank of academic achievement was administered and thus, data was collected.

RESULTS AND DISCUSSION

TABLE 1
MEAN OF SUB-GROUPS OF ANOVA FOR 2×2 FACTORIAL DESIGN ON THE SCORES OF LIFE SKILLS

	LOW PARENTAL INVOLVEMENT	HIGH PARENTAL INVOLVEMENT	TOTAL
WORKING MOTHERS	M1=365.385 S1=21.671 N1= 39	M2=363.217 S2= 26.571 N2=46	M12=364.212 S12=24.328 N12=85
NON-WORKING MOTHERS	M3=359.663 S3=28.692 N3=98	M4=374.44 S4=51.846 N4=81	M34=366.352 S34=41.366 N34=179
TOTAL	M13=361.292 S13=26.928 N13=137	M24=370.378 S24= 44.588 N24=127	M=365.663 S=36.717 N=264

TABLE 2
SUMMARY OF ANOVA FOR 2×2 FACTORIAL DESIGN ON
THE SCORES OF LIFE SKILLS

SOURCES OF VARIATION	SS	df	MSS	F RATIO
SSA	5440.817	1	5440.817	4.106*
SSB	263.981	1	263.981	0.199
SSAB	4347.254	1	4347.254	3.281
SSW	344508.915	260	1325.034	
		263		

* significant at 0.05 level of confidence

**significant at 0.01 level of confidence

Parental involvement (A)

It may be observed in the Table 2 that F-ratio for the difference between the means of high parental involvement and low parental involvement of secondary school students on the scores of life skills was found to be statistically significant even at .05 level of confidence. It indicates that these two groups of students differ significantly with regard to life skills.

Further, examination of means of groups from Table 1 reveals that these two mean scores are not comparable i.e. the mean score of the students of high parental involvement is significantly higher than the students of low parental involvement. The data provides sufficient evidence to reject the null H_0 viz., There exists no significant difference on the scores of life skills of students from high parental involvement group and low parental involvement group.

It may be concluded that the life skills of the students differ with regard to the parental involvement.

The results are in tune with the findings of:

- Amato, 1994 found quality father-and-child time increases self-esteem, confidence, social competence, and life skills.
- Dubowitz, 2001 found that the children who have close relationships with their fathers have higher self-esteem and are less likely to be depressed.
- Goldman, Salus, Wolcott and Kennedy, 2003 found that the rough-and-tumble play with fathers can help children manage aggressive impulses and learn to control their emotions during physical activity.
- Pancsofar and Feagans, 2006 found that two-year-olds whose fathers use a more varied vocabulary have greater language skills a year later.
- Nermeen, Nokali, Bachman, and Drzal, 2010 found that within-child improvements in parent involvement predict declines in problem behaviors and improvements in social skills.

Working Status of Mothers (B)

It may be observed in the Table 2 that F-ratio for the difference between the means of working and non-working status of the mothers of secondary school students on the scores of life skills was not found to be statistically significant even at .05 level of confidence. It indicates that these two groups of students do not differ significantly with regard to life skills.

Moreover, examination of means of groups from Table 1 reveals that these two mean scores are comparable i.e. mean score of life skills of students of working mothers is nearly same to the mean scores of life skills of the students of non-working mothers. Therefore, the null H_0 viz., There exists no significant difference on the scores of life skills of the students of working mothers and non-working mothers.

It may be concluded that the life skills of the student do not differ with regard to the working status of their mothers.

The results are in tune with the findings of:

- Cahn, 2011 found that the data from a recent survey of parents of adolescents in the Orthodox Jewish community did

not find any differences in adolescent outcomes for those mothers who reported being at-home mothers as compared with mothers who held other professions.

Two Order Interaction Effect

Parental Involvement and Working Status of Mothers (A×B)

It may be observed from Table 2 that the F-ratio for the interaction between parental involvement and working status of the mothers on the scores of life skills of students was not found to be statistically significant even at .05 level of confidence. It indicates that there is no interaction effect of parental involvement and working status of the mothers on the life skills of the students. Therefore, the data do not provide any sufficient evidence to reject the null H_0 viz., There is no interaction effect between parental involvement and working status of the mothers on the life skills of the students.

2×2 Analysis Of Variance on the Score of Academic Achievement

The mean and standard deviation of sub groups, on the scores of academic achievement have been presented in the Tables 3 below:

Main Effects

TABLE 3
MEAN OF SUB-GROUPS OF ANOVA FOR 2×2 FACTORIAL DESIGN
ON THE SCORES OF ACADEMIC ACHIEVEMENT

	LOW PARENTAL INVOLVEMENT	HIGH PARENTAL INVOLVEMENT	TOTAL
WORKING MOTHERS	M1=393.667 S1=50.279 N1= 39	M2=377.174 S2= 43.389 N2=46	M12=384.741 S12=47.122 N12=85
NON-WORKING MOTHERS	M3=360.316 S3=62.217 N3=98	M4=372.975 S4=51.901 N4=81	M 34=366.045 S34=57.966 N34=179
TOTAL	M13=369.810 S13=60.789 N13=137	M24=374.496 S24=48.854 N24=127	M=372.064 S=55.316 N=264

TABLE 4
SUMMARY OF ANOVA FOR 2×2 FACTORIAL DESIGN ON
THE SCORES OF ACADEMIC ACHIEVEMENT

SOURCES OF VARIATION	SS	Df	MSS	F RATIO
SSA	1447.092	1	1447.092	0.488
SSB	20145.957	1	20145.957	6.77**
SSAB	11400.437	1	11400.437	3.841
SSW	771762.419	260	2968.317	
		263		

* significant at 0.05 level of confidence

**significant at 0.01 level of confidence

Parental Involvement (A)

It may be observed in the Table 4 that F-ratio for the difference between the means of high parental involvement and low parental involvement of secondary school students on the scores of academic achievement was not found to be statistically significant even at .05 level of confidence. It indicates that these two groups of students do not differ significantly with regard to academic achievement.

Moreover, examination of means of groups from Table 3 reveals that these two mean scores are comparable i.e. mean score of academic achievement of students of high parental involvement is nearly same to the mean scores of students of low parental involvement. Therefore, the null Ho4 viz., There exists no significant difference on the score of academic achievement of the students from high parental involvement group and low parental involvement group.

It may be concluded that the academic achievement of the student do not differ with regard to the parental involvement.

The results are in tune with the findings of:

- Okpala, 2001; and Muola, 2010, found that parental encouragement had no relationship with academic achievement
- Dwyer and Hecht, 2001 found that some parents may feel their participation is not necessary given their child is doing well in school, and others may have no history of being involved and see no reason to begin doing so.
- El Nokali, Bachman, & Votruba-Drazil, 2010; Mattingly, Prislín, McKenzie, Rodriguez, & Kayzar, 2002) context driven (A. Okpala, 2001); or damaging (Izzo, Weissberg, Kaspro, & Fendrich, 1999; Levpusek & Zupancic, 2009).: they said that the relation

between parental involvement and mathematics achievement is either non-significant

Working Status of Mothers (B)

It may be observed in the Table 4 that the for the difference between the means of working and non-working status of the mothers of secondary school students on the scores of academic achievement was not found to be statistically significant even at .05 level of confidence. It indicates that these two groups of students differ significantly with regard to academic achievement.

Moreover, examination of means of groups from Table no 3 reveals that these two groups are not comparable i.e. the mean score of the students of working mothers is significantly higher than the students of non-working mothers. The data provide sufficient evidence to reject the null Ho5 viz., There exists no significant difference on the scores of academic achievement of the students of working mothers and non-working mothers.

It may be concluded that the academic achievement of the students differ with regard to the working status of their mothers.

The results are in tune with the findings of:

- Piaget, (1976), cited in Hilgard, Bowers, (2004) found that educated working mother is in a better position to manage more effectively a pull to work and to take care of children at home.
- Malik and Malik (2005) found that working educated mother is economically independent. "Outcomes of children are related with mothers' sense of well being and-parenting style."
- Crage, (2006) found that motivation, stimulus and responses are inter link with each other, "The non-working woman has more social constrain than

working woman, as the working woman is economically independent. Higher education, more training and more earning make strong woman empowerment”.

- Buehler and O'Brien, (2011) found that they said through Interviews and observations based on more than ten years duration of 1,364 mothers shows that part time working mothers are healthier and less depressive then non-working mothers or stay at home mothers. To sum up the study in the region that socio economic status of educated working mother was directly link with the highest score of their children.

Two Order Interaction Effect Parental Involvement and Working Status of Mothers (AxB)

It may be observed from Table 4.5 that for the interaction between parental involvement and working status of the mothers on the scores of academic achievement of students was not found to be statistically significant even at .05 level of confidence. It indicates that there is no interaction effect parental involvement and working status of the mothers on the academic achievement of the students. Therefore, the data do not provide any sufficient evidence to reject the null Ho6 viz., There is no interaction effect between parental involvement and working status of the mothers on the academic achievement of the students.

Discussion on the findings of the study

The following are the findings of present study:

- * It is found that the students with high parental involvement yielded the higher life skills score than the students with low parental involvement. Quality time

of parents with child increases self-esteem, confidence, social competence, and life skills. Children who have close relationships with their parents have higher self-esteem and are less likely to be depressed. Rough-and-tumble play with parents can help children manage violent impulses and learn to control their emotions. It is also found that two year olds whose fathers use a more varied vocabulary have greater language skills a year later. Child improvements in parent involvement predict declines in problem behaviors and improvements in social skills.

- * There exists no significant difference on the scores of life skills of the students of working and non working mothers. It was found that there is no effect on life skills of children when the mothers are employed full time.
- * The students with high parental involvement yielded similar academic achievement as the students with low parental involvement. It shows that parental encouragement has no relationship with academic achievement. Some parents feel that their participation in children's education is not important.
- * The students of working mothers yielded higher academic achievement than the students of non-working mothers. Working mother provides quality time to her children. She has a good social exposure and experience of modern trends. She is more sensitive to her children. She knows how to keep a balance between personal and professional life which she teaches to her children also.

Implications of the Study

- 1 The purpose of the study was to study the role of parental involvement and working status of the mothers in life skills and academic achievement of their children. This may provide valuable insight to the mothers to make certain actions while planning academic and non-academic activities for their children.
- 2 The study helps the teacher in planning the activities for the students so that the children of non-working mothers also perform well in academics.
- 3 The study suggests the non-working mothers to plan various activities at home for their children to perform well in academics.
- 4 This study might also be important for educated working people how they could improve learning outcomes of their children in classroom.
- 5 It helps mothers to keep sense of balance between childcare, domestic work and job performance.
- 6 It is useful to form policies and interventions related to schools.
- 7 Teachers need to be informed of the importance of parental efficacy for involvement, and they need to have some understanding of communication and parent involvement strategies that will increase academic achievement.
- 8 It also suggests that there should be frequent parents teachers meet.
- 9 It tells the parents the necessity of their involvement in their children.
- 10 Schools must organize workshops to orient non-working mothers regarding various activities which help in inculcating life skills and improving academic achievement of their children.
- 11 Schools should understand the importance of parents involvement in their children in inculcating life skills in them.
- 12 Schools must inform the parents about the school objectives, learning outcomes, rules, and activities.

REFERENCES

- Amato, P. R. (1994). Father-child relations, mother-child relations, and offspring psychological well-being in early adulthood. *Journal of Marriage and Family*, 56(4). 1031-1042. Retrieved from www.jstor.org/stable/353611.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W.H. Freeman.
- Cahn, J.(2011). *Adolescent children of newly-Orthodox Jewish parents: Family functioning, parenting, and community integration as correlates of adjustment*. (Unpublished doctoral dissertation). Yeshiva University Azrieli Graduate School of Jewish Education and Administration, New York.
- Cheryl, Buehler & Marion O'Brien.(2011). *Working Moms Feel Better Than Stay-At-Home Moms, Study Finds*, "Science Daily" <http://www.sciencedaily.com/news/12/12/124520.htm>.
- Crage, Lyn.(2006). "Parental education, time in paid work and time with children" *British Journal of Sociology* 57(4) © London School of Economics and Political Science 200
- Dornbusch, S.M., & Ritter, P.L.(1988). *Parents of high school students: A neglected resource*. *Educational Horizons*, 66 (2), 75-77.
- Dubowitz, H., Black, M. M., Cox, C. E., Kerr, M. A., Litrownik, A. J., Radhakrishna, A., English, D. J., Schneider, M. W.,

- Runyan, D. K. (2001). Father involvement and children's functioning at age 6 years: A multisite study. *Child Maltreatment: Journal of the American Professional Society on the Abuse of Children*, 6(4), 300-309. Retrieved from www.corwin.com/upmdata/2850_11cmt01.pdf#page=24.
- El Nokali, B. E., Bachman, H. J., & Votruba-Drazil, E. (2010). Parent involvement and children's academic and social development in elementary school. *Child Development*, 8(3), 988-1005.
- Epple, D., & Romano, R. (1998). Competition between public and private schools, vouchers, and peer group effects. *American Economic Review*, 88, 33-63
- Ernest and Young. (1975). cited in Erenest R. Hilgard, Gordon H. Bowers, *Theories of Learning* Century Psychology Series, national book foundation, Lahore, Pakistan, (2004).
- Fowler, Maternal Employment in childhood and adults, USA: Retrospectives MIDMAC, Miduswise edu, (2005).
- George, P. (1995). Search Institute looks at home and school: Why aren't parents getting involved? *The High School Magazine*.
- Goldman, J., Salus, M.K., Wolcott, D., & Kennedy, K.Y. (2003). A coordinated response to child abuse and neglect: The foundation for practice. U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau, Office on Child Abuse and Neglect. Retrieved from http://secure.psychanalyticcredit.com/articles/100843/foundation_Practic_child_abuse.pdf.
- 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
- Izzo, C. V., Weissberg, R. P., Kaspro, W. J., & Fendrich, M. (1999). A longitudinal assessment of teacher perceptions of parent involvement in children's education and school performance. *American Journal of Community Psychology*, 27(6), 817-839.
- Lesler D. C & Alice C. (1999). *Human Development and learning*, New York, Lyn college, Americanbook company- New York, Department of education Brooklyn college.
- Levpusek, M.P., & Zupancic, M. (2009). Math achievement in early adolescence: The role of parental involvement, teachers' behavior, and students' motivational beliefs about math. *Journal of Early Adolescence*, 29(4), 541-570
- Malik, S.Y., Malik. (2005). *Impact of Higher Education in Understanding of Social Recognition*, Rawalpindi-Pakistan: Institute of Education and Research, Arid Agriculture University.
- McMillan, R. (2000). Competition, parental involvement, and public school performance. In J. R. Hines (Ed.), *National tax association proceedings* (pp. 150-155). Washington, DC: National Tax Association.
- Mehta. (1969). *Recent Researches in Education and Psychology*. Vol26, nos 1-2
- Murray, K. (2010). *Mothers working*, United Kingdom, Olivers James Press
- Nancy hill Dec 23, 2009, parental involvement
- Nelson jones, R. (1992). *Life skills. A handbook* Trowbridge, Wilts: Dotesios Ltd.

- Nermeen E., El Nokali, Heather J. Bachman, and Elizabeth Votruba-Drzal. (2010). Parent Involvement and Children's Academic and Social Development in Elementary School. *Child Development*, May 13 2010 DOI: 10.1111/j.1467-8624.2010.01447.x
- Okpala, C. O., Okpala, A. O., & Smith, F. E. (2001). Parental involvement, instructional expenditures, family socioeconomic attributes, and student achievement. *Journal of Educational Research*, 95(2), 100-115.
- Piaget, Jean. (1976). cited in Erenest R. Hilgard, Gordon H. Bowers, (2004), *Theories of Learning* Century Psychology Series, national book foundation, Lahore, Pakistan, (2004).
- Powell, M.F. (1995). a program for life skills training through interdisciplinary group processes. *Journal of group psychotherapy, psychodrama, and sociometry*, 38, 23-34
- Shiela Ramakrishnan. (2010). Life skills education in schools, in 'Teacher plus- a magazine for the contemporary teacher World Health Organization (1997). Life skills education in schools. Geneva: WHO
- Zimmerman, B. J. (2001). Self-regulated learning and academic achievement theoretical perspectives. In B. J. Zimmerman., & D. H. Schunk (Eds.), *Theories of self regulated learning and academic achievement: An overview and analysis* (2nd ed., pp. 1-37). Mahwah, NJ: Lawrence Erlbaum Associates
- www.lifeskillshandbooks.com/
www.unicef.org/
www.bgfl.org/
www.ijhssnet.com/
www.indianeducationreview.com/
www.jiaap.origin/
www.pseve.org/
www.indianresearchjournals.com/
<http://resheflsedu.blogspot.in/2013/01/meaningtypes-history-of-life-skills.html>
<http://www.wynoacademicjournals.org>
<http://www.teacherplus.org/2010/february-2010/life-skills-education-in-our-school>
www.ncrb.gov.in



ONLINE REFERENCES

www.cbse.nic.in/
www.parentmap.com/