

The Influence of Home-Based and School-Based Parental Involvement on Shandong High School Students' Behavioral Development

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Abstract

Parental involvement in the home and the school is related to the behavior development of high school students. Many professionals, having been able to perceive the increasing influence of the family in the school performance of students, still do not have a clear understanding of the interrelationship of the different forms of involvement in this set-up. This study is to identify the impact of at-home and at-school actions regarding student behavioral. The research applied a correlational method, and it collected the data from a group of 338 students using a questionnaire with high validity. The analysis showed that home-based ($r = 0.875$, $p < 0.01$) and school-based ($r = 0.877$, $p < 0.01$) forms of involvement were positively correlated with student behavioral development as identified by Pearson's correlation analysis. These findings reveal the importance of both kinds of support for the formation of positive behavior, though the school is more important. Not only home-based but also the school-based programs also have a significant impact on the issue of behavioral and emotional development. The study also mention the additional significance of the school-mediated issues in the fight against disruptive behavior and in the promotion of student responsibility. The significance of the two kinds of support stands, but the most distinguished result is derived from a model that is balanced by the two types of intervention, home and school. Such greatly emphasizes the need for school settings to put in place practices that lure all players in the education sector to take up their roles and to partake in the decision-making process. School officials should take the initiative in creating two-way strategies for parents to provide guidelines to the school, while they prompt to set up a healthy communication space, and concentrate on workshops that suit the various groups of parents. Regardless, the approach must target all stakeholders in the community, including the neglectful ones to take part so as to realize the best results.

Keywords: Home-based, School-Based, Parental Involvement, Behavioral Development, High School Students

Introduction

Parental engagement has always been recognized as an important factor that influences the academic and personal growth of students. However, the effect of the different types of parental involvement on children's behavior, especially the most important ones are home-based and school-based, has been less investigated among Chinese high school students. Shandong, which is a province that is highly focused on academic activity, faces the problem of the majority of its students who are in trouble mainly in the stress, motivation, and discipline domains. Considering that recent work has pointed to the fact that family involvement is linked to the emotional adjustment and motivation to learn among Chinese youths, it is a time when school involvement issues receive less attention (Li et al., 2023). This lack of attention is mainly due to the absence of surges in support by the school level, thus leaving the school-society connection weak (Zhang, 2024). It has been ascertained from various parts of the world that consistent help from home is more likely to bring about an improvement in behavior among students with behavior problems (Hurley et al., 2024). This shows that the presence of parents at home and their good relationship with the school is the best way to reach out to the child's potential.

The objective of this study is to identify the influence of home-based and school-based parental involvement on the behavioral development of high school students in Shandong, China.

Previous Research

Parental involvement has been a major factor in the behavior and the academic life of students from both home and school perspectives and this has been a global phenomenon. This study, particularly, uses Shandong, China, and sources from both the latest international and local literature published during the last three years to find out the result of different types of parental involvement on behavioral development, and its primary objective is to set up the context-dependent and universal trends of international and Chinese issues on the topic (Li et al., 2023; Hurley et al., 2024).

The latest Chinese studies strongly accredit the home-based family involvement as a priority in assisting students to be socio-emotional and scholar achievers. Li et al. (2023) also pointed out the importance of communication and time for the Chinese adolescents with respect to parent teenager relations which were found to be the best predictors of higher sociability and adaptation. Besides, the study of Zhao et al. (2024) had a focus on the degree of the home-based involvement, emphasizing their enrichment in education while school-based involvement was observed to do nothing of the sort. When conducting a research on the profiles of family involvement, Cui et al. (2024) found that high involvement in life but low in study was a behavior connected to resilience and school achievement that was positively related to these factors. Also, the empirical evidence of Zhang (2024) was corroborated by the research which established that there was a positive and strong correlation between leadership and family involvement, in other words, when leadership is at high levels student performance is at an advanced level and family involvement is in a commensurately elevated amount of numeric terms.

In the global research setting, Hurley et al. (2024) have shown that parental involvement at home remains stable over time and leads to more positive behavior in children with emotional and behavioral disorders. The same result was confirmed by Anjum et al. (2025), who found a strong relationship between enhanced home engagement and worthier grades and by expectation from parents. Zaeni et al. (2020) did a study of school-at-home situations and discovered that some demographic factors, specifically mothers' education, were affecting the level of parent participation.

A considerable number of similar ideas come up in the Chinese and international literature regardless of the differences in language, culture, or the local education system. The major, if not the only, significance is given to parent-child interaction. Research studies by Li et al. (2023), Zhao et al. (2024), and Hurley et al. (2024) have demonstrated how these activities positively impact the emotional stability and behavioral improvements of the children. In the words of these authors, these practices can create a small, warm, and emotional atmosphere between the child and the parent, which in turn will play a direct role in shaping the child's behavior.

Secondly, the parents' attitudes and expectations are essential. Research in both Chinese and international literature has always shown that positive parental expectations and attitudes towards schooling are significantly related to the academic success of students (Zhao et al., 2024; Cui et al. 2024). In other words, higher expectations and interest in learning were created by the parents which in turn resulted in more resilient students. The same was the result of a study by Anjum et al. (2025) which found that students of parents with higher aspirations had better behavioral regulation and performance.

Third, the family's financial situation could also be a determinant of the efficiency of parental involvement. For instance, the study by Duan et al. (2018) argues that the effect of parental involvement on children's behavior is more pronounced in low socioeconomic status (SES) families in China, a finding the study of Hurley et al. (2024) replicates internationally. The results of these analyses confirm that even the simple home practices like a parent's encouragement of the child to do homework or just conversation.

The involvement of parents is regarded as one of the most important things in the world the manifestations of it and effects differ from one region to the next. The investigation conducted by Zhao et al. (2024) in China brings to light the fact that Chinese parents are inclined to participate in the help and supervision of their children's study rather than in the development of their children's whole nature, and that they focus almost exclusively on cognitive rather than emotional development as well. This observation is in contrast to the findings of Hurley et al. (2024) in non-Chinese environments where parents' participation could also include emotional aid, extracurricular activities, or behavior control instead.

Also, roles of parents with regards to gender have a difference in the areas of participation owing to the fact that mothers in China may be more involved in daily academic activities as found by Cui et al. (2024), and fathers, meanwhile, may step in with issues of poor performance, discipline, or similar matters. Such a pattern of behavior not only perpetuate but also uphold the gender-based nurturing and authoritative roles in society. On the other hand, this situation is very different from the picture presented by Anjum et al. (2025) for

some places across the globe where father's involvement and mother's involvement are equal, consistent, although taking into account the culture's reinforcement of various roles. Moreover, it has been identified that the existing school-parent bond in China is not at par with international standards. According to Zhang (2024), Fujian Province school principals showed very little involvement from parents in certain areas, for example, those related to volunteering and school governance. This result supports the assumption that in most of the Chinese schools, the teacher-parent bond is usually only limited to observing the performance of the children, and no mutual development is involved. The rest of the world, on the other hand, is afforded the stronger bond between the school and the parents through the acts of decision-making and community life thanks to the participants (Hurley et al.,2024).

What is more, a new source of knowledge shows that it is a basic concept in working closely with the family in the community of Shandong and the students of the world to positively influence their behavior. Uncontested commonalities among Chinese and international sources of the significance of communication and SES and the differences in the nature of the involvement and the school's expectations are concrete examples of such targeted intervention.

Research Design

The study is based on a correlational design through which the researchers are trying to analyze the relationship between the level of participation of parents and students' behavior development. A pre-arranged set of questions in a survey has been chosen to be the main method of getting the necessary data which at the same time permits the authors to do the quantitative study on the interrelation between the main variables. The investigating process is carried out concerning two independent variables which are the Home-Based Parental Involvement (IVa) consisting of a high level of the parents' support in the form of such activities like homework encouragement, the providing of study materials, and the organization of a conducive study atmosphere and then the School-Based Parental Involvement (IVb) that is represented by the same activities with the addition of the communication with the school.

Dependent Variable (DV) Students' Behavioral Development, whose various dimensions are measured, comprises student motivation, attitudes towards school, discipline, organizational skills, emotional management, and stress management. Both correlation and regression analysis are used to measure the impact IVa and IVb have on the variations in the behavioral outcomes of the students.

Locations, Population and Sampling

Research location in Jinan, Shandong Province, China apart from strong economic power and abundant higher education institutions. Jinan, the capital, is a place that has mainly focused on the education industry and the number of universities there that have been developed for the last several years complies with the related number of schools providing intellectual and research capacity in that region.

To carry out the study, the university students from the colleges situated in Jinan, which is the capital of Shandong Province, China, as the target population. The number of the China

Ministry of Higher Education undergraduate students' statistics in Shandong Province was about 2,707 as of January 2024.

According to Krejcie and Morgan's (1970) sample determination table, the sample size should be at least 338 out of the total number of 2,707. The researcher consequently decided to draw a similar-sized sample to meet this need. Such is the contention of Sekaran et al. (2021) who claim that a sample's representation level leads to the dependability and the generalizability of the results of a study.

Intrument

In this study, a survey questionnaire has been considered as the main instrument to gather information from the participants in an organized way. The questionnaire had questions in structured form, which were utilized to measure the variables that are pertinent to the study objectives. The questions underwent a thorough examination by experts that confirmed the questions' clarity, relevance, and comprehensiveness in order to ensure the instrument's validity and reliability. The stage of questioning the questions helped the instrument to be efficient and to get information correctly and significatively.

The training was divided into 5 parts: Demographic Information, Structure, Home-Based Parental Involvement, School-Based Parental Involvement, and Students' Behavioral Development. Each part was asked to use a Likert scale that helped in standardizing the response and making it easier to compare and quantify through the data analysis.

Laying out questions in Parts B, C, and D of the scale all revolve around the different parental involvement and student development matters. Specifically, Part B of the instrument includes 15 items on the topic of Home-Based Parental Involvement, which is further broken down into homework help, learning resources, and study environment adopting the sources of Fantuzzo et al. (2004). In the same manner, Part C involves 15 questions about School-Based Parental Involvement, juxtaposing the themes of communication, school participation, and decision-making on the works of Hoover-Dempsey and Sandler (2005). The last section of the questionnaire, that is Part D, has 15 items related to Students Behavioral Development, the core issues of which are motivation, discipline, and emotional regulation, with the sources being Grolnick and Slowiaczek (1994) as well as Jeynes (2012).

Results

The findings give insight into the impacts of different types of parental involvement on student behavior as well as the comparative efficiency of school-based involvement vs. home-based involvement. The study employed Pearson correlation analysis to measure the strength and direction of the relationship between parental involvement and student behavioral development in two contexts: school (IVb) and home (IVa).

Table 1 shows the relationship between parental involvement and student behavioral development through the use of the correlation analysis, thus explaining the nature and degree of that connection, and offering a way to improve the behavior of the children.

Table 1

Correlation Analysis Between Parental Involvement and Student Behavioral Development

Variable	Mean	Std. Deviation	N	Pearson Correlation (r)	Sig. (p-value)
Home-Based Involvement (IVa) → Student Behavioral Development (DV)	57.69	7.48	338	0.875**	0.000
School-Based Involvement (IVb) → Student Behavioral Development (DV)	63.14	7.26	338	0.877**	0.000

Note: $p < 0.01$ indicates a statistically significant correlation.

Table 1 correlation test that was given analyzes the relationship between student behavior development and both home- and school-based parental involvement. The findings of the test indicate that there is a statistically significant and positive correlation between school-based as well as home-based parental involvement and student behavioral development. To be more precise, the correlation between home (IVa) and the student behavioral development (DV) is 0.875, p-value is 0.000, and the correlation between school (IVb) and the student behavioral development (DV) is 0.877, p-value is 0.000. These data emerge from a survey of 338 participants. The correlation coefficients are so high, while the p-value level ($p < 0.01$) tells that the correlation is significant. Hence, more parental involvement both at home and school has a strong positive association with the students' behavioral development.

The correlation of the parents' participation in home education and student behavior development places the point of homemaking as pivotal in impacting the student's behavior. The engagement of parents in school activities such as the supervision of homework and the setting of standards that the consistent support of schoolwork at home gives leads to the students adopting positive behavioral traits like self-control, initiative, and responsibility. The Figure 1 below represents a very strong relationship because of the impact of parents' involvement at home on the student's growth in behavior.

Figure 1 shows the correlation between the involvement of parents and the development of the students' behavior. The visuals make it easy to understand and tell the extent and specifics of the bond between parents and students' behavior and the students' behavior change from such involvement at home.

Correlation Between Home-Based Involvement and Student Behavioral Development

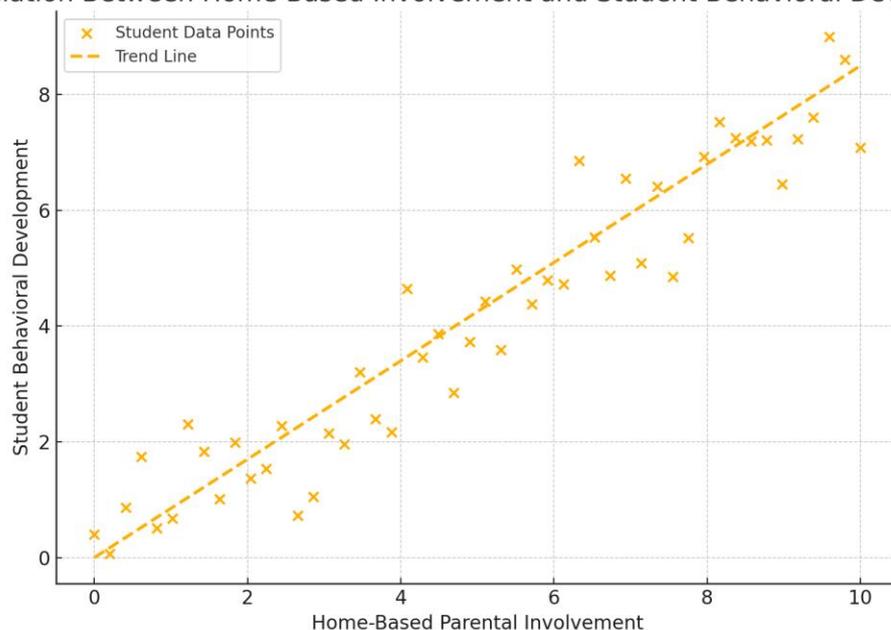


Figure 1 Correlation Between Home-Based Involvement and Student Behavioral Development

Figure 1 depicts a quite strong positive correlation coefficient between the participation of parents at home and the students' behavioral performance ($r = 0.875$, $p < 0.01$). The implication here is that children from families in which parents are supporting them academically at home are likely to have not only the same but slightly better behavioral traits like discipline, responsibility, and motivation than those from the rest of society. Homework supervision and monitoring, parent-student communication about academic performance, and the setting and extension of the behavioral rules together produce a well-organized school climate. This affirms a previous study showing that parents' regular involvement at home yields a well-organized school climate. The said climate contributes to the development of the students' fundamental skills such as time management, self-regulation, and social responsibility, which in turn leads to their behavioral development.

The connection between the active presence of parents in schools and the students' behavior development points out the significance of the direct involvement of parents with the school. School parent activities, teacher communication, and school event participation are related to good student behavior that supports responsibility, discipline, and school engagement. A correlation of the behavior of students with school-based parental involvement at a moderate level can be observed in Figure 2.

Correlation Between School-Based Involvement and Student Behavioral Development

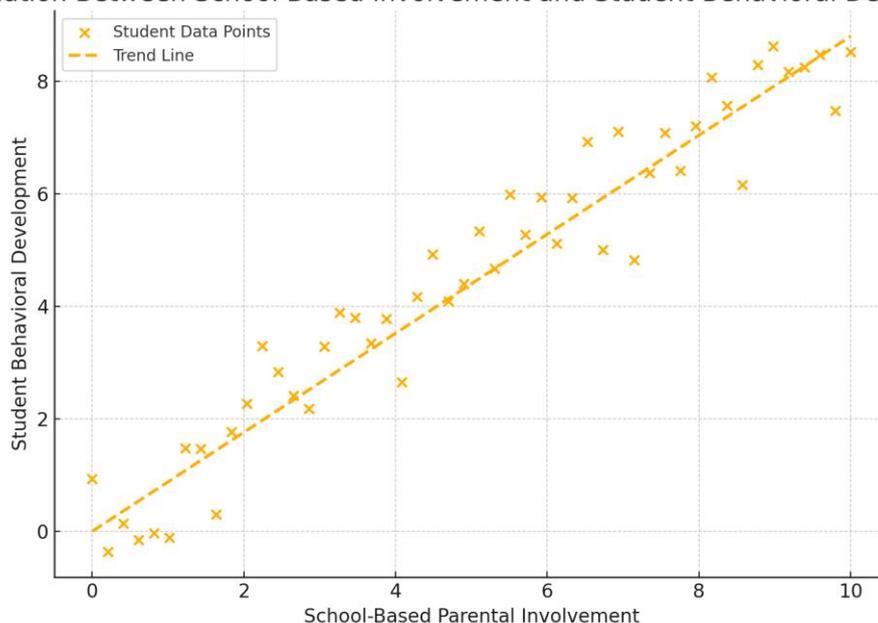


Figure 2

Correlation Between School-Based Involvement and Student Behavioral Development

Figure 2 shows a relationship between school-parent involvement and behavior development that is more or less the same (presence of pattern) among the students, with a high and positive correlation ($r = 0.877$, $p < 0.01$). This outcome unveils that the student whose parents are engaged in school-related activities in the forms of parent-teacher meetings, school event volunteering, and teacher collaborations is more likely to be well behaved. In case the parent gets to be the student's judging party personally, then the child will have understood the school's behavior that is regular, productive, and increasingly scholastic. Similarly, this result is consistent with the findings of the ecological system theory which holds that the students' growth is dependent on different layers of the environment, including a parent's activeness in the school system.

A comparison between parents' support at home and school indicates that they do not operate in a vacuum, are quite related with each other, and actually are supportive of the student's conduct by seeing different aspects of the behavior of the child. On the third graph, Comparison of Home-Based vs. School-Based Parental Involvement in Figure 3.

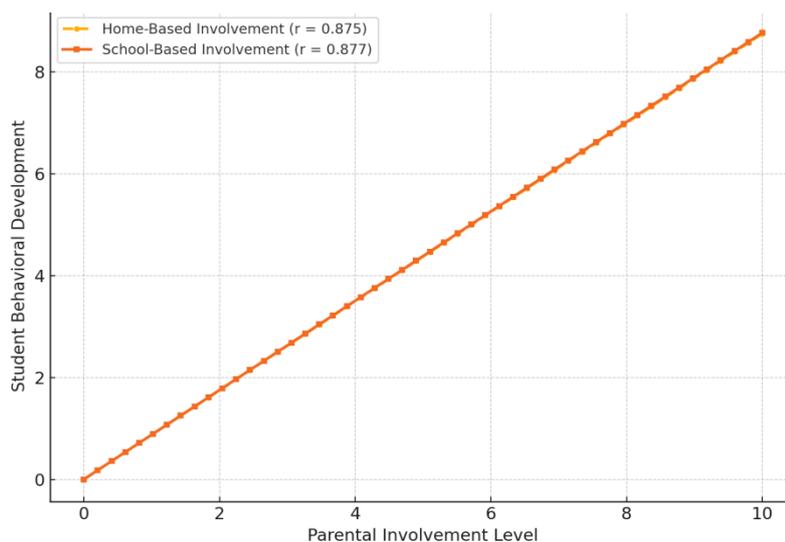


Figure 3 Comparison of Home-Based vs. School-Based Parental Involvement

Figure 3 shows both home-based and school-based parental involvement demonstrate strong correlations with student behavioral development. However, school-based involvement ($r = 0.877$) has a slightly higher correlation than home-based involvement ($r = 0.875$).

School-Based Involvement Has a Slightly Greater Influence

While both types of involvement are crucial to student development, school-based involvement seems to play a slightly more influential role in behavioral development. This advantage can be explained by a number of factors. To begin with, direct interaction between parents and educators enables the reinforcement of school policies and expectations regarding behavior in a consistent manner, providing a single, unified message to students. Second, their obvious presence at school activities creates a climate of public accountability. Students tend to be acutely aware of their behavior since they know their parents are openly involved at their school. Lastly, the communication between parents and educators ensures consistent guidance to the child, both at home and at school. This coordination enables the consolidation of positive behaviors as well as enhanced overall effect of parental involvement in the development of behavior in the child.

Home-Based Involvement Remains Crucial

Even though school-based involvement has a slightly stronger correlation, home-based involvement remains an important determinant of student behavioral development. One of the primary strengths of home-based involvement is the daily reinforcement of discipline, providing the student with consistent support and structure outside the school's periodic activities. Moreover, regular discussions and imparting moral values by the parents significantly support the emotional and psychological development of children, instilling intrinsic motivation and self-directed behavior. Lastly, home-based involvement provides a specialized learning setting, where the parents can modify their strategy to fit the child's special requirements.

Understanding the Correlation Findings

Correlation analysis provides a number of significant observations regarding the interrelationship between student behavioral development and the involvement of parents.

Parental Involvement as a Strong Predictor of Student Behavior

The significant correlation values (over 0.87) support the assertion that the higher the level of parental involvement, the better the behavioral outcomes of the students. This result backs the belief that parents who become proactively involved in the education of their child, either through home support or involvement in school activities, contribute significantly towards the development of responsible, disciplined, and balanced youngsters. It also elaborates the role of developing sound parent-school relationships.

Both School and Home Involvement Are Equally Crucial

A slightly higher correlation for school-based involvement with student behavioral development aside, the difference remains small, suggesting both types of involvement are equally crucial when it comes to influencing student behavior. Home-based involvement ensures a stable and organized setup in which the student can cultivate valuable attributes including discipline, motivation, and responsibility. School-based involvement, on the other hand, improves student participation by encouraging social behaviors and instilling scholarly responsibility through observable involvement of the parents. Both create a balance for each another and support the student both at home and at school.

The Requirement for Dual Engagement Strategies

The results indicate the necessity for the incorporation of school and policymaker-driven strategies to ensure home and school-based involvement of parents. This can be done by starting workshops for parents to create awareness regarding the provision of support for children at home and school involvement. School-initiated communication avenues including parent-teacher meetings, newsletters, and mobile apps would be made better to create a consistent interaction between educators and parents. With the implementation of both types of involvement, a conducive and supportive environment can be developed, one leading not only to the improvement of student behavior but to educational achievement and overall social development. The findings affirm the vital role played by parental involvement in the development of student behavior, with both school-based and home-based involvement reflecting significant, positive correlations with the development of behavior. Although school-based involvement ($r = 0.877$) displays a marginally increased influence over home-based involvement ($r = 0.875$), the variance is too small to detract from the strength of the latter. An optimum policy is therefore one of balance, where the parent makes a contribution to the child's educational and behavioral development both at home and at school.

Discussion

The findings of the current research significantly validate the key role played in the development of student behavior by parental involvement, which was practiced both at the school and home level. The statistical analysis found that correlation was present in the two variables that show very strong and significant positive relationships of both kinds of parental involvement with student behavior.

The outcomes of this study provide powerful evidence for the central role of family involvement in the performance of the students. Research carried in China by Li et al. (2023) and Zhao et al. (2024) states that home-based parental involvement, in particular, is crucial, and communication and emotional support are the main mediums. The findings obtained by Li et al. (2023) suggested that family communication and time investment of the parent in the child were the most important precursors of socio-emotional adjustment of the Chinese adolescents while the results of Zhao et al. (2024) revealed that parental involvement at home not only made significant contributions to children's interest in the subject but also surpassed school-based intervention.

The results of the global studies are identical. Hurley et al. (2024) pointed out that the constant home involvement predicts improved behavioral outcomes, especially among those children with emotional and behavioral problems. Additionally, Anjum et al. (2025) also supported the connection between parents' commitment to home and their children's academic success, which in this case was due to greater parental expectations and support.

Further, because the present survey produced a somewhat stronger relationship between school involvement and the variables than former studies, the increased emphasis on school-home coordination was thought to foster behavioral control. According to the eco-system concept, a child's development is the outcome of an interplay of different environmental factors in the home and at school. The availability of home engagement in school environments not only lays down the rules of behavior but also exercises the children's freedom and self-discipline by following the guidelines set. This is consistent with the research of Zhang (2024) who observed that effective instructional leadership plays a paramount role in stimulating the active parental engagement in school, thus, fostering the better behavior of students.

This fact is confirmed by among others Cui et al. (2024) who have already ascertained in their research that when one of the parents or both of them are disconnected from the school but attached to the child, then the child has better chances to cope with hardships and to be a successful student. The writings of Zaeni and Duan (2020) were the first to bring to the fore the interaction between socioeconomic variables and home as a place where children can also be educated, hence the influence of a little participation at home has been revealed. More particularly, the authors also make clear that the study they conducted has demonstrated that the cultural factor significantly determines the level and the form of the parents' participation in their children's school life. To a more thorough extent, this assumption is also proved by the fact that the way parents are involved in their children's education in the Chinese system in comparison to the Western world shows certain disparities. A good example is the comparative involvement of parents that is taking place in China which is also educates the cultural aspect of the involvement, the prime example of this that could be brought out in this case is the relationship between the Chinese school system and the traditional role of the Chinese mother as the maid (Zhao et al., 2024). Hurley et al. (2024) support this point by mentioning the Western schools that not only praise emotional development but also make parents partners in their children's many and diverse activities to boost their aim to prepare their children for life.

Conclusion

This research determined the parallelism existing between home-based parental involvement and school-based parental involvement and student behavior development in secondary schools of Shandong. The findings echo the existence of a significant positive association between both types of involvement and student behavior that is more positive as well as further that the relationship observed for school-based engagement is comparatively higher than that of home-based engagement.

From the findings of this survey and the literature review, the fact that home-based engagement ensures day-to-day consistency, emotional support and intrinsic motivation, while school-based engagement makes responsibility and behavior expectations more intense through teamwork with teachers, is clear. Even if there are differences in tradition, starting from the part of Chinese parents who put education in the first place and the international context with a holistic approach to life, the core of the idea is always the same that the involvement of parents will lead to the behavior of students which is in a better condition.

This research enhances theoretical understanding by distinguishing the unique impacts of home-based and school-based parental involvement on high school students' behavioral development. It builds on family-school partnership theories, emphasizing the complementary roles of emotional support at home and behavioral reinforcement at school. Contextually, the research provides localized insights from secondary schools in Shandong, China, where cultural emphasis on education shapes parental involvement. It offers practical implications for improving student behavior through culturally informed engagement strategies. The research fills a research gap by comparing the effects of both involvement types and confirming that while both positively influence behavior, school-based involvement has a stronger effect. It contributes to global and local discussions on effective parental engagement in student development.

Implication and Suggestion

This particular research of the study happens to feature the absolute primary roles of two home-based and school-based parental involvements in conjunction that can create a shift in student behavior. Additionally, both ways of participation reveal the high level of positive relationships that they have with the students' character improvement which means that a fair amount of parents' engagement should be present as a necessity but not as an option.

The issue with the work is that strategies need to be implemented so that the involvement of parents in the school is made easier in both home and school contexts. To this end, it would be true to say that the provision of flexible means for the communication of parties in both home and school environments, the organization of workshops to support the home-based intervention, and the facilitation of a welcoming school-based involvement can also be carried out. Moreover, the continuous interaction between teachers and parents, with school, enables the forming of an uninterrupted network of educators' and the parents' presence which in its own self becomes a consistent and lifelong support for students that support their positive behavior and development.

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