

## THE INFLUENCE OF FAMILIAL INTERPLAY AND PARENTAL NURTURANCE ON SCHOLARLY ADAPTATION

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### **Abstract:**

This abstract delves into the intricate interplay of familial dynamics and parental involvement in shaping students' adaptability. Our primary aim is to unravel the intricate nexus between familial factors and a learner's capacity to navigate the complex realms of academia and society. Families, revered as the cornerstone of youthful development, serve as nurturing crucibles, fostering an atmosphere conducive to holistic maturation. Specifically, our examination elucidates the intricate tapestry of familial interactions and the overarching functionality of the household unit. Conversely, parental guidance manifests as a blend of emotional attunement and cognitive reinforcement, extending beyond mere logistical assistance to encompass a robust foundation of support for progeny.

Extensive research corroborates the profound influence of harmonious familial dynamics and parental mentorship on students' scholastic and social integration. Offspring hailing from environments characterized by open dialogue, familial warmth, and cohesion typically exhibit enhanced adaptive capacities. Likewise, parental provision of resources, guidance, and encouragement fosters academic excellence and fortifies self-esteem and overall welfare. Conversely, dysfunctional family milieus marred by discordant relations or neglect erect formidable barriers to optimal adjustment. In such scenarios, the absence of emotional sustenance hampers academic endeavors and strains interpersonal dynamics, precipitating deleterious effects on holistic well-being.

**Keywords:** Familial Dynamics, Parental Involvement, Adaptability, Academia, Society, Nurturing, Maturation, Familial Interactions, Household Unit, Parental Guidance, Emotional Attunement, Cognitive Reinforcement, Logistical Assistance, Support, Progeny, Scholastic Integration, Social Integration, Open Dialogue, Familial Warmth, Cohesion, Adaptive Capacities, Resources, Encouragement, Academic Excellence, Self-Esteem, Welfare, Dysfunctional Family Milieus, Discordant Relations, Neglect, Barriers, Optimal Adjustment, Emotional Sustenance, Interpersonal Dynamics, Holistic Well-Being.

### **1. Introduction**

It is widely acknowledged that familial influence exerts a profound impact on the holistic development and adaptation of children across various domains, spanning education and social integration. Specifically entrenched within the familial nexus, parental involvement and the intricate dynamics therein wield formidable sway over a student's prowess in navigating academic and social milieus with aplomb. Hence, apprehending the nuanced interplay between familial dynamics and parental engagement vis-à-vis student adjustment emerges as an

imperious imperative for stakeholders spanning the echelons of policymaking, educational stewardship—both domestic and institutional—and parental stewardship, poised to shepherd forth positive outcomes in the progeny's holistic welfare.

The quintessence of familial interaction, encapsulating the ebbs and flows of relational synergy, is encapsulated within the notion of "dynamics." This intricate fabric of familial comportment may range from salubrious manifestations of support to instances marred by discord or dysfunctionality. Research underscores the pivotal significance of fostering harmonious familial bonds through channels of transparent communication, empathic sustenance, and tender interchanges, auguring well for the progeny's holistic well-being, while conversely, fractious dynamics characterized by communication lacunae, neglect, or elevated discord, engender impediments to optimal adaptation and prosperity in the educational sphere.

Central to the scaffolding of familial dynamics lies the scaffolding of parental support, comprising a multifaceted tapestry of emotional succor, cognitive nurturing, and pragmatic guidance bestowed upon offspring. This munificent bouquet of parental patronage, whether manifest through verbal accolades, provision of resources, or sagacious counsel, reverberates with resounding efficacy across diverse domains, from educational endeavors to the fortification of self-concept. A panoply of research endeavors attests to the salutary effects of parental support, which not only augments academic attainment but also bolsters the fabric of holistic adjustment and self-esteem.

## **2. Purpose of Research**

This study aims to examine the intricate relationship between familial dynamics and parental involvement in influencing students' ability to adapt to the academic environment. By delving into this topic, we seek to shed light on the complexities surrounding family influence on scholarly adaptation while ensuring originality and integrity in our investigation. Through a thorough exploration of familial interactions and parental nurturing, we aim to uncover the nuanced ways in which these factors contribute to students' academic adjustment without compromising the integrity of our research. Ultimately, the goal is to provide valuable insights into how familial support systems can positively influence students' academic success, while also considering the implications of dysfunctional family dynamics on their overall well-being.

Title: Investigating the Impact of Family Dynamics and Parental Support on Academic Adaptation

### **Operational Definitions:**

1. **Familial Dynamics:** Refers to the various patterns of interaction, communication styles, and relationships within the family unit, including but not limited to parental-child relationships, sibling dynamics, and overall family cohesion.
2. **Parental Support:** Encompasses the emotional, cognitive, and practical assistance provided by parents or guardians to their children in the context of academic pursuits. This

support may include encouragement, guidance, access to resources, and involvement in educational activities.

3. **Academic Adaptation:** Defined as the process through which students effectively navigate and adjust to the demands and challenges of the academic environment. This includes academic performance, social integration within educational settings, and overall adjustment to the academic culture.

4. **Investigating:** In the context of this study, refers to the systematic examination and analysis of the relationship between familial dynamics, parental support, and academic adaptation through empirical research methods such as surveys, interviews, and observations.

5. **Impact:** Signifies the influence or effect of familial dynamics and parental support on students' academic adaptation, including both positive and negative outcomes. This includes understanding how these factors shape students' academic experiences and outcomes over time.

### **3. Objective of the Study:**

The objective of this study is to comprehensively examine the intricate relationship between familial dynamics, parental support, and academic adaptation among students. Through empirical investigation, we aim to elucidate the influence of various aspects of familial dynamics, including communication patterns, relationships, and overall family cohesion, on students' ability to adapt academically. Concurrently, we seek to assess the significance of parental support, encompassing emotional, cognitive, and practical assistance, in shaping students' navigation of the academic environment. By identifying key factors within familial dynamics and parental support that contribute to students' academic adaptation, we intend to shed light on the mechanisms underlying this relationship. Furthermore, the study aims to explore potential variations in academic adaptation across diverse familial backgrounds and levels of parental involvement. Ultimately, we aim to provide actionable insights for educators, parents, and policymakers to enhance familial support systems and foster positive academic adaptation outcomes among students, thereby contributing to their overall academic success and well-being.

### **4. Hypothesis of the Study:**

The hypotheses for this study propose that favorable familial dynamics, characterized by open communication, positive relationships, and strong family cohesion, will be positively correlated with students' academic adaptation, indicating that students from families with healthier dynamics will demonstrate higher levels of academic adaptation. Additionally, it is hypothesized that parental support, encompassing emotional, cognitive, and practical assistance, will significantly predict students' academic adaptation, with higher levels of parental support associated with better academic adaptation outcomes among students. Furthermore, specific aspects of familial dynamics, such as family communication patterns and the quality of parent-child relationships, are expected to have unique predictive power in determining students' academic adaptation. The study also hypothesizes that students from families with higher levels of parental involvement in their academic lives will exhibit greater

academic adaptation compared to those with lower levels of parental involvement. Finally, the hypotheses suggest that the relationship between familial dynamics, parental support, and academic adaptation will be moderated by factors such as socioeconomic status, cultural background, and family structure, highlighting the intricate interplay of contextual factors in shaping students' academic experiences and outcomes.

### **Methodologies:**

The study aims to explore how family dynamics and parental support influence student adjustment through a mixed-methods approach. This methodology encompasses quantitative surveys and qualitative interviews, providing extensive data collection for in-depth analysis of the multiple factors that impact students' adaptation.

The study intends to gather information on family dynamics, parental support and student adjustment through quantitative surveys. The survey will feature standardized scales that measure variables like academic performance, social adaptation, and emotional support as well as items focused on the communication patterns within families such as cohesion or conflict levels. A cross-section of diverse students from varying educational backgrounds and grade levels will participate in this survey distribution exercise. Statistical analyses including correlation tests and regression analysis are set to be done for a compact examination of how family dynamics interact with parental involvement in influencing student outcomes related to adjustments made both socially and academically.

To obtain detailed qualitative data, a subset of participants will engage in extensive interviews. These discussions will enable an intricate exploration into the participant's views, attitudes, family dynamics and parental support structure. The questions asked during these semi-structured interviews revolve around themes such as emotional aid provided by parents when coping with academic stressors or difficulties in social relationships; all covering various aspects of their interactions within the immediate familial circle. The conversations taking place via audio equipment shall be recorded to ensure accurate transcription for thematic analysis processes later carried out through categorization and coding methods employed on collected data sets. The end goal is to identify common patterns that highlight variations across different roles filled concerning student adjustment procedures relative towards levels being influenced based upon how much emphasis is placed onto supportive factors originating from families at large - both dynamically/ personally speaking as well overall influences facilitated through effective communication channels instituted throughout developmental stages which help establish positive action plans determined aided success rates among students enrolled therein! analysis of the impact of family dynamics and parental support on student adjustment, as it combines both statistical associations and patterns from quantitative surveys with nuanced context-specific insights derived from qualitative interviews. Such integration will enable a more comprehensive understanding that presents a fuller picture than either approach could alone, thus providing a stronger overall analysis.

### **Examining the Research Inquiries.**

Preservation of ethical standards will be prioritized in the research to safeguard participants' privacy, confidentiality and overall welfare. Every participant's informed consent shall also be secured alongside efforts to shield their identities and sensitive information from any potential harm or misuse.

This research strives to attain a complete comprehension of the intricate interplay between family dynamics, parental encouragement, and student adaptation by embracing an approach that blends both quantitative and qualitative methodologies. This combination will facilitate a thorough investigation into this area of study as well as furnish valuable findings for scholars, educators, and policymakers who aim to foster beneficial advancement among students within social or academic environments.

### **5. Review of Perspectives**

Examining Family Dynamics and Parental Support's Impact on Student Adjustment: A Critique of Various Perspectives.

The critical role of family dynamics and parental support in student adaptation has been illuminated through numerous perspectives and research studies. These viewpoints highlight how the family environment can significantly affect a student's academic, social, and emotional well-being.

From a psychological perspective, the adjustment of a student is heavily influenced by family dynamics and parental support. Scholars highlight the crucial role that an affectionate and supporting household plays in cultivating effective communication, healthy conflict resolution skills as well emotional stability from parents. Studies have drawn connections between positive family relationships and parent involvement with improved academic outcomes, greater self-assurance levels, better interpersonal abilities alongside overall well-being adjustments for students alike.

The Sociological Perspective highlights the impact of socioeconomic and cultural factors on a student's adjustment. A family's resources, determined by their socioeconomic status, can affect access to education opportunities which may in turn influence how well students adjust. Additionally, familial values and norms shape not only parental support but also expectations for academic achievement and social conduct.

The Educational Perspective acknowledges the crucial impact of family dynamics and parental assistance on student adaptation. Schools frequently promote parent participation by offering tools, seminars, and communication mediums to involve parents in their children's education. Studies suggest that proactive parental involvement has a positive effect on students' drive, interest as well as behavior, resulting in better academic performance along with successful social integration.

A child's developmental journey relies heavily on family dynamics and parental support, as emphasized by developmental theories. Healthy psychosocial development requires secure attachment, consistent discipline, and emotional support. When students are raised in a caring home environment with these elements present, they develop self-worth and resilience that help them navigate both academic challenges and social situations effectively.

Rewritten: From an ecological perspective, the family is not a standalone entity but part of broader systems like schools, communities and cultures. The manner in which these components interact alongside parental support and familial dynamics determines student adjustment. Variables such as community resources, neighborhood quality and cultural norms are critical indices that shape availability of parental care to affect families' functioning - ultimately impacting students' ability to adjust effectively within their learning environment.

The significance of family dynamics and parental support in student adjustment is highlighted by these perspectives. To promote positive outcomes for students, it's essential to comprehend the intricacies involved, including individual, environmental and familial factors' Interactions. Future research should pursue such views further to devise effectual interventions that can help families foster an environment conducive to their child's prosperity.

### **Parental Involvement:**

The contributions of parents are vital to the dynamics within a family unit and their support plays a significant role in shaping how well students adapt. In this article, we will investigate how parental involvement affects an individual's academic standing, social interactions and emotional welfare.

Parental participation in a student's academic progress has been consistently associated with superior scholastic achievement. When parents take an active interest in their child's education, such as by overseeing homework completion, attending parent-teacher conferences and motivating them towards achieving their scholarly objectives - they typically report improved academic performance from their children. This level of engagement enables better direction and encouragement for the student's educational journey, able assistance on time management issues while cultivating at-home atmospheres that encourage learning endeavours.

Parental involvement plays a significant role in nurturing students' social skills and fostering healthy relationships. By providing open channels of communication, guiding them through conflict resolution, and encouraging extracurricular participation, parents help cultivate their children's social competence. Consequently, these pupils exhibit greater self-assurance, improved communication abilities as well as stronger friendships--all contributing to their overall positive socioemotional adaptation.

Parental involvement is essential to fostering a student's emotional well-being. Encouraging

and engaged parents impart feelings of safety, stability, and comfort where students can express themselves freely. By guiding during difficult times backed with healthy coping mechanisms, they create a reliable shield against stressors that cause anxiety and tension. Building positive parent-child relationships by offering moral support results in greater self-worth while significantly reducing negative behaviours or mental illnesses associated with emotions within the child/ teenager's attitude throughout their lives ahead

aspirations, assist them in setting achievable goals and acknowledge their accomplishments with encouragement and praise; it can have a significant impact on the motivation levels and goal-setting abilities of students. This parental involvement nurtures determination, and self-confidence and cultivates an attitude of constant growth which ultimately contributes to long-term success as well as favourable adaptation for students.

Parental involvement has a significant impact on the transmission of cultural and educational values. Families with robust cultural beliefs tend to prioritize education and instil a sense of accountability in their children regarding academic pursuits. By participating actively, parents can communicate expectations, set benchmarks, and foster an affirmative attitude towards learning that motivates students to succeed within their scholastic environment.

Optimizing the advantages of parental engagement necessitates taking into account the quality and character of such involvement. Constructive participation involves proactive communication, contribution, and backing that duly considers a student's uniqueness and requirements. It is crucial to attain equilibrium by ensuring that parents' involvement does not encroach upon or overburden students.

To sum up, parental contribution is an essential element in family dynamics and supporting students' adaptation. It significantly influences academic accomplishments, social aptitude, emotional healthiness, self-drive as well as cultural and educational prospects. Fostering a caring relationship with parents enriches a student's comprehensive adjustment and builds the foundation for enduring triumphs.

## **6. Social Class and Family Background**

In determining a student's adaptation to academic and social settings, family dynamics and parental support are greatly influenced by their societal status and familial origins. Accordingly, we delve into how social class and family background shape these factors in our discussion.

The availability of resources within a family tends to be linked with their social standing. Families in higher social classes tend to possess greater financial means, educational opportunities and supportive networks enabling them to create more advantageous surroundings for their children such as access to quality schools, extracurricular activities and education materials. These resources often lead towards an improved academic performance

resulting in overall improvement.

limitations, which may impact their ability to be as involved and supportive in their children's education. In such cases, schools can play an important role by offering resources and opportunities that promote parental engagement regardless of social class or family background.

Limited parental involvement can result from various pressures. This discrepancy in participation may affect a student's access to resources, academic support, and opportunities for social interaction.

Family background and social class play a significant role in the acquisition of cultural capital, encompassing knowledge, skills, and social networks that aid educational achievements. Families belonging to higher socioeconomic status have greater access to cultural capital which can be passed down to their progenies via experiences like engaging in artistic activities or academic dialogues as well as familiarization with expectations and code-of-conducts prevailing in learning institutions. Conversely, families from lower strata may not possess adequate exposure leading them into difficulty while navigating an educational system towards achieving desired outcomes.

**Parental Expectations and Aspirations:** Social class can impact how parents view their children's education. Families belonging to the upper social classes usually have higher educational hopes for their offspring whilst setting loftier academic expectations. This is likely due, in part, to a deeper comprehension of the advantages that come with schooling as well as an understanding of the significance behind pursuing further studies when it comes to future opportunities. Conversely, lower- class families may encounter obstacles such as economic hardship or limited exposure to formal education; consequently affecting parental aspirations and outlooks on academics.

**Peer Influence and Social Networks:** The social class and family background of a student can influence the peer networks they interact with as well as their overall social environment. Those from higher socioeconomic backgrounds may have greater access to peers who prioritize academic success, serving as constructive role models while providing additional support and motivation for both academic achievement and sociocultural adaptation. Meanwhile, students belonging to lower- income classes might struggle more when searching for helpful companionships in school; hence are likely vulnerable to negative peer influences that could adversely impact them academically or socially. Acknowledging the impact of social class and familial background on family dynamics and parental assistance in student adaptation is imperative. Mitigating these disparities may require implementing measures directed at diminishing educational inequities, ensuring equal resource availability, as well as fostering parent involvement and bolstering support across all societal strata. By acknowledging



discrepancies caused by social class distinctions, educators alongside policymakers can strive to create more equitable scholastic environments conducive to supporting every pupil's adjustment and achievements.

### **Global and Cross-Cultural Perspectives:**

In comprehending student adaptation, appreciating diverse cultural and global viewpoints is crucial when examining familial relationships and the backing of parents. A pupil's scholastic accomplishments, social prosperity, as well as their overall adjustment to school settings can be greatly impacted by family dynamics and parental support; nonetheless, these aspects may fluctuate amidst various transnational or cultural backgrounds.

Family plays a crucial role in various cultures in their significance and influence. In collectivist societies like those seen in Asian and African countries, family cohesion is heavily emphasized along with interdependence. The support, guidance, and involvement of the members are significant for students to succeed. Meanwhile, individualistic cultures such as most Western nations put more emphasis on self-reliance and independence which consequently affects how familial ties work out when it comes to dynamics or parental support given.

The degree of parental involvement and the standards set for their offspring's academic progress are also crucial factors to contemplate. Cultures that prioritize education may hold high expectations for their children's scholarly accomplishments, leading parents to take an active part in fostering learning by supervising homework completion, arranging tutoring sessions or attending school events. On the other hand, cultures that rely more heavily on educational institutions and educators might exhibit lower levels of participation from parents as they place greater faith in these entities to facilitate optimal growth and development among students.

The parenting styles and methods employed by various cultures are influenced by their cultural values and beliefs. For instance, certain societies tend to authoritative parenting approaches that feature strict regulations imposed on children. Conversely, other communities may prefer more relaxed or egalitarian parental attitudes which foster independence amongst offspring in decision-making processes. These particular child-rearing techniques can significantly affect household interactions while also influencing how caregivers provide academic and social assistance to their kids.

Additionally, family dynamics and parental support can be influenced by the prevalent cultural norms and practices surrounding gender roles and expectations. Depending on the culture, conventional gender roles may allocate distinct responsibilities to mothers versus fathers. For instance, in some cultures, it is expected that mothers prioritize caregiving duties and emotional support for their children while fathers concentrate on providing financial assistance. Alternatively, in more egalitarian societies parents of both genders are likely to share childrearing tasks equally including supporting their children's growth and development efforts.

It is significant to acknowledge that family dynamics and parental support vary greatly within cultures. Moreover, aspects like socioeconomic status, educational achievement, and migration backgrounds may affect how families assist their children in becoming accustomed to a global environment.

It is essential for educators, policymakers, and professionals who work with diverse families and students to grasp global and cross-cultural perspectives. Acknowledging the distinctiveness of each family's dynamics in their cultural contexts facilitates customized support and interventions that meet specific student needs while promoting academic as well as social adaptation success.

## 7. Discussion

A student's adaptation to school, both academically and socially, is heavily impacted by their family dynamics and the amount of support they receive from their parents. How families function and offer assistance can differ considerably depending on cultural or global distinctions. Gainful comprehension of these elements is imperative for offering proper guidance to students with varied backgrounds. emphasizing the importance of family cohesion and interdependence in many collectivist cultures. These societies prioritize the well-being and dependence of all members, encouraging solidarity within families. As a result, parents often place significant emphasis on promoting collective harmony among their kin.

A significant factor in the successful assimilation of students from involved backgrounds into school is their parents' active participation and guidance, which includes providing support and engagement in education.

On the other hand, independence and self-sufficiency are highly valued in individualistic societies. Families in such cultures typically urge their members to make independent decisions, and their education-related expectations of parental involvement may differ from those of collectivist societies. Students hailing from individualistic backgrounds might depend more on themselves when it comes to navigating through school life.

Different cultures exhibit varying degrees of parental involvement in education and academic expectations. Certain cultures hold high standards for their children's educational accomplishments, and parents play an active role by monitoring homework, providing supplementary academic assistance or participating in school functions. Meanwhile, other cultural groups adopt a more laissez-faire approach that permits children to assume greater responsibility for their own learning process.

The parenting styles prevalent in different cultures affect family dynamics and the support provided by parents, resulting from cultural norms and beliefs. In some societies, strict rules

and expectations of authoritarian parenting are common while others adopt permissive or egalitarian approaches that grant children more freedom to make decisions independently. The interaction patterns between families and their offspring are influenced significantly due to these diverse techniques for childrearing.

Moreover, family dynamics and parental support are subject to cultural norms surrounding gender roles. Conventional gender expectations may dictate particular obligations and anticipations for mothers versus fathers. Mothers might be presumed responsible for providing emotional care while fathers focus on financial provision. Conversely, in more egalitarian societies both parents could contribute equally towards caregiving and offering support.

Acknowledging the diversity and variation in family dynamics and parental support within cultures is crucial. Socioeconomic status, educational attainment, as well as migration experiences, are also contributing factors to family dynamics differences. By recognizing these variations, educators and professionals can provide tailored assistance that takes into account the distinctive requirements of individual students or families.

## **8. Conclusion**

How families provide support to their children is shaped by gender roles and other factors related to identity.

Collectivist societies prioritize the unity and dependence of family, where parents are actively involved in their children's lives. Conversely, individualistic cultures value self-sufficiency and independence, granting schoolchildren more autonomy to navigate their educational journeys on their own. Additionally, parental investment in education varies considerably across different cultural settings; some view academic success as crucial with fervent involvement while others prefer a less intrusive approach towards scholastics.

Family dynamics and parental support are affected by cultural norms and beliefs regarding parenting styles as well as gender roles. The level and type of assistance given to students can be influenced by authoritarian, permissive, or egalitarian approaches to parenting. Additionally, traditional gender roles may determine the distribution of duties and assumptions within families.

It is vital to acknowledge the heterogeneity and differences within cultures, considering that various elements such as level of economic development, educational achievements, and migration background affect familial interactions. By adopting a worldwide outlook that encompasses varied cultural backgrounds, teachers and experts can customize their approaches to provide optimal aid for distinct student sets and household units.

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