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EFFECT OF PARENTAL INVOLVEMENT ON STUDENTS' MOTIVATION AND ACADEMIC ACHIEVEMENT AT SECONDARY LEVEL

Dr Fahd Naveed Kausar*

Assistant Professor, School of Education, Minhaj University Lahore, Punjab, Pakistan

Email: fahdnaveed1@hotmail.com

Abstract

Parental involvement plays a pivotal role in shaping students' motivation and academic achievement, as supportive home-school partnerships foster persistence, confidence, and better learning outcomes. When parents actively engage in their children's education, students are more likely to remain motivated and perform at higher academic levels. The objectives of the study were to find the relationship and effect of parental involvement on students' motivation and academic achievement at secondary level. A quantitative approach was used. Primary sources provided the data for the current study. Every secondary school in the Kasur district—public and private—was used to sample the population. A multistage sampling procedure was used to gather the sample. The study's instrument was a questionnaire. SPSS version 27 were used to analyze the data. Descriptive (mean and standard deviation) and Inferential statistics (linear regression and Pearson r) were used to achieve the objectives. The findings of the study revealed that there was highly significant relationship and effect of parental involvement on students' motivation and academic achievement at secondary level. It is recommended that schools should establish structured programs that actively involve parents in the educational process, such as regular parent-teacher meetings, workshops, and collaborative planning sessions that emphasize their role in supporting motivation and achievement. Educational authorities should design training modules for parents on effective involvement strategies, focusing on autonomy-supportive practices, academic socialization, and constructive feedback, rather than controlling or intrusive behaviors.

Keywords: Parental involvement, students' motivation, academic achievement, secondary level

Introduction

Classroom- and home-based supports jointly shape adolescents' engagement with school, and parental involvement has emerged as a central determinant of both students' motivation and academic achievement at the secondary level. Research over the last two decades has consistently shown that parental engagement — when it takes the form of academic socialization, high expectations, and constructive home-based support — is positively associated with higher grades, greater persistence, and stronger task-oriented motivation



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among secondary students (Henderson & Mapp, 2002; González-DeHass, Willems, & Holbein, 2005; Wilder, 2014). Recent syntheses and meta-analyses have confirmed these broad conclusions while also emphasizing important boundary conditions: effect sizes vary by the type of involvement measured, the outcome examined (motivation vs. achievement), and the sociocultural context of the sample.

Mechanistically, parental involvement appears to affect achievement both directly (through provision of resources, homework support, and school-based participation) and indirectly (by shaping students' motivational orientations, self-efficacy, and study habits) (Fan & Williams, 2010; Hoover-Dempsey & Sandler, 2005). Empirical work using mediation models has shown that motivation and engagement often partially mediate the link between parents' behaviours and subsequent academic outcomes, suggesting that parental practices that enhance autonomy, perceived competence, and task value yield the strongest downstream effects on performance (Fan & Williams, 2010; Wang, 2024). At the same time, cross-national and context-specific studies indicate that what "counts" as effective parental involvement differs by culture, school system, and socioeconomic status (Kantova, 2024).

Recent large-scale reviews have refined earlier formulations by distinguishing productive from counterproductive forms of parental help (Fan & Chen, 2001; Hill & Tyson, 2009). Academic socialization (e.g., discussing goals, encouraging persistence, conveying expectations) is consistently linked to positive motivation and achievement, whereas intrusive or highly directive involvement (e.g., doing homework for the child, excessive control) can undermine autonomy and sometimes be associated with weaker long-term outcomes (Pomerantz, Moorman, & Litwack, 2007; Moroni et al., 2015; EdWeek synthesis, 2023). Scholars therefore emphasize quality over quantity: supportive, autonomy-promoting parental behaviours predict stronger intrinsic motivation and better academic trajectories than mere frequency of contact or control-oriented assistance (Wilder, 2014; Fan et al., 2024). Methodological advances in the literature are relevant for interpreting new empirical findings. Meta-analyses and multi-level syntheses published since 2020 have shown heterogeneity in effect sizes caused by measurement choices (parent vs. child report; composite vs. specific behaviours), study design (cross-sectional vs. longitudinal), and outcome operationalization (standardized test scores vs. course grades vs. self-reported motivation) (ResearchGate meta-analyses, 2024; Fan, 2024). Studies that rely on single-wave self-report measures tend to report larger associations, a pattern that cautions researchers to triangulate with teacher reports and administrative records when possible (meta-analytic reviews; Koivuhovi et al., 2025).

The regional literature, including recent studies from South Asia and Pakistan specifically, has reinforced the central role of family support while highlighting contextual constraints such as school resources, parental education, and gendered expectations. Empirical work from Pakistan and neighboring contexts has documented positive links between home-based involvement and secondary students' achievement, but has also pointed to barriers that moderate these effects — for example, parental illiteracy, economic strain, and exam-



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driven school cultures that limit the forms of useful engagement (Kanwal, 2024; Sunbal & Jabeen, 2021). These findings underscore that effective policy and practice must be sensitive to local family capacities and the institutional setting of schools (Hepburn, 2025). In addition to direct effects, parental involvement interacts with school practices: schools that actively foster home–school partnerships and provide parents with concrete strategies for supporting learning tend to multiply the benefits of family engagement (Desforges & Abouchaar, 2003). Recent programmatic research shows that parent-training workshops, clear communication channels (including digital platforms), and coordinated homework policies enhance parents' ability to support motivation without becoming controlling, thereby producing better academic outcomes (Hepburn, 2025; research syntheses 2024–2025). Conversely, where communication is poor or parental efforts are mismatched to classroom demands, involvement may be less effective or even counterproductive (Koivuhovi et al., 2025).

Despite robust overall support for the positive role of parental involvement, recent meta-analytic work has also emphasized modest average effects for some outcomes (especially motivation), substantial heterogeneity, and the importance of moderators. A 2024 meta-analysis focusing on motivation found small but significant average effects and identified moderators such as parent gender, country, school level, and year of publication (meta-analysis on motivation, 2024). Other recent syntheses have called for more longitudinal, multi-informant, and intervention research to clarify causal pathways and to test scalable family-support programs in low-resource settings (Fan et al., 2024; Koivuhovi et al., 2025). Given these developments, contemporary research on parental involvement and secondary-level outcomes must meet three criteria to be policy-relevant: (1) disaggregate types of parental involvement, distinguishing academic socialization from instrumental help; (2) employ designs that reduce common-method bias (multi-informant or longitudinal); and (3) situate findings within local schooling ecologies so recommendations are actionable (Hill & Tyson, 2009; Fan et al., 2024; Kantova, 2024). Studies that meet these criteria have the greatest potential to inform interventions that strengthen motivation and achievement among adolescents in diverse settings.

In sum, the accumulated evidence indicates that parental involvement is a key resource for enhancing secondary students' motivation and academic achievement, but its effects depend on the form, quality, and context of engagement. Contemporary scholarship therefore calls for nuanced investigations that parse mechanisms (motivation, self-efficacy, study habits), test boundary conditions (socioeconomic status, culture, school support), and evaluate scalable school-family partnership models that promote autonomy-supportive, academically socializing parental practices (Hoover-Dempsey & Sandler, 2005). This study addresses those imperatives by examining parental involvement, motivation, and achievement within a contextually grounded secondary-school sample.



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Objectives

- To investigate the relationship between parental involvement and students' motivation toward learning.
- To find the effect of parental involvement on students' motivation toward learning.
- To analyze the relationship between parental involvement and students' academic achievement.
- To examine the effect of parental involvement on students' academic achievement.

Research design and methodology

A quantitative approach was used. Primary sources provided the data for the current study. Every secondary school in the Kasur district—public and private—was used to sample the population. There are 1181 teachers and 233 public secondary schools in the Kasur district (SIS, 2022). There are 2852 teachers working in 713 private schools overall (PEPRIS, 2022). A multistage sampling procedure was used to gather the sample. First, the total population was separated into public and private strata using a stratified sampling technique. The researcher then used the cluster sampling approach to divide the whole population into four clusters (Tehsils). A basic random selection method was used to choose 25 private schools and 10 public schools from each cluster. The data was collected from 140 schools, 40 of which were public and 100 of which were private. From each private school 2 teachers, from each public school 5 teachers were randomly selected. Resultantly, 200 private and 200 public teachers were selected randomly. The study's instrument was a questionnaire. Questionnaire were adapted parental involvement (Kausar, & Abid, 2023), students' motivation toward learning (Kausar, 2024) and students' academic achievement (Kausar, & Butt, 2023). Validity of the questionnaires were found through expert opinions. Pilot testing was used to assess the questionnaire's reliability. The parental involvement Questionnaire's Cronbach's Alpha values (0.887), students' motivation toward learning value (0.899) and students' academic achievement value was 0.912. SPSS version 27 were used to analyze the data. Descriptive (mean and standard deviation) and Inferential statistics (linear regression and Pearson r) were used to achieve the objectives.

Data Analysis and Interpretations

Table 1

Description of main variables

Descriptive Statistics			
Variables	Mean	Std. Deviation	
Parental Involvement	4.1413	.44037	
Students' Motivation	4.3078	.40718	
Academic Achievement	4.1906	.40408	

The descriptive statistics presented in Table 1 provide an overview of the central



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tendencies and variability of the main study variables: parental involvement, students’ motivation, and academic achievement. The results show that parental involvement recorded a mean score of 4.1413 (SD = 0.44037), indicating that parents are generally engaged at a high level in supporting their children’s education. The relatively low standard deviation reflects consistency in responses, suggesting that most participants reported similar levels of parental involvement. Students’ motivation reported the highest mean value of 4.3078 (SD = 0.40718), highlighting that students in the sample are highly motivated toward their academic tasks. The low variability further indicates that motivation levels were relatively uniform across respondents. Academic achievement also showed a high mean score of 4.1906 (SD = 0.40408), implying that students demonstrated strong academic performance, with limited variation across the sample.

Table 2
Effect Parental Involvement on Students’ Motivation

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.802	1	23.802	223.696	.000 ^b
	n				6	
	Residual	42.349	398	.106		
	Total	66.151	399			

a. Dependent Variable: Students’ Motivation

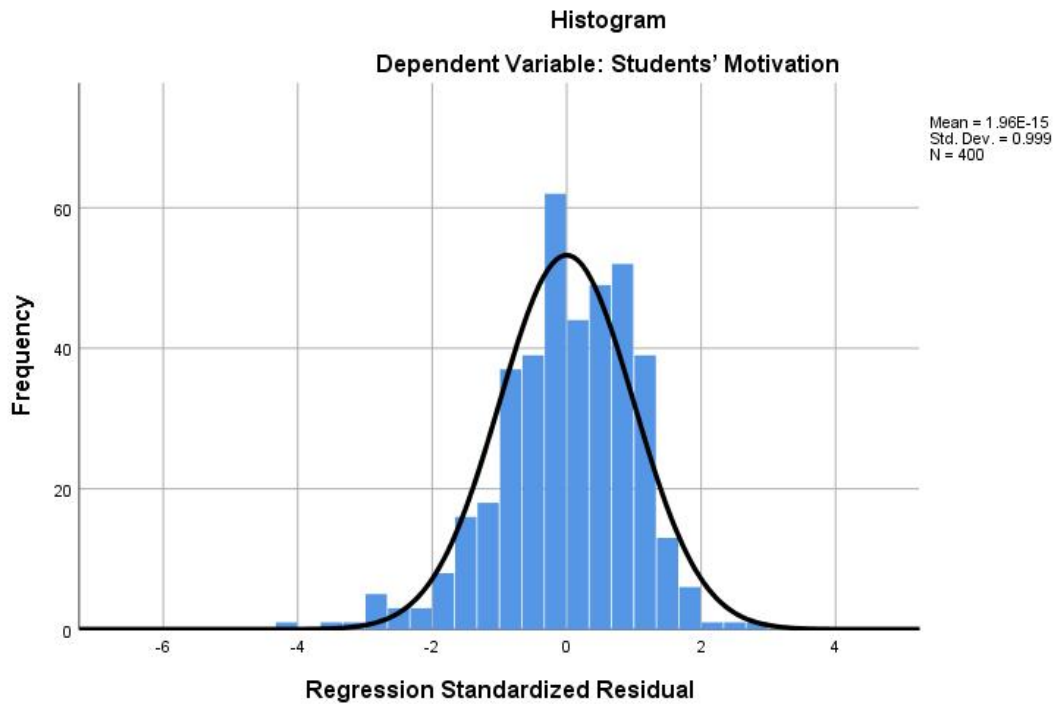
b. Predictors: (Constant), Parental Involvement

The results presented in Table 2 demonstrate the effect of parental involvement on students’ motivation using regression analysis. The ANOVA results show that the regression model is statistically significant (F = 223.696, p < .000), confirming that parental involvement is a strong predictor of students’ motivation. The total variance in students’ motivation is 66.151, of which 23.802 is explained by parental involvement, while 42.349 remains unexplained. This indicates that a considerable proportion of the variation in students’ motivation can be attributed to the extent of parental involvement in their education.

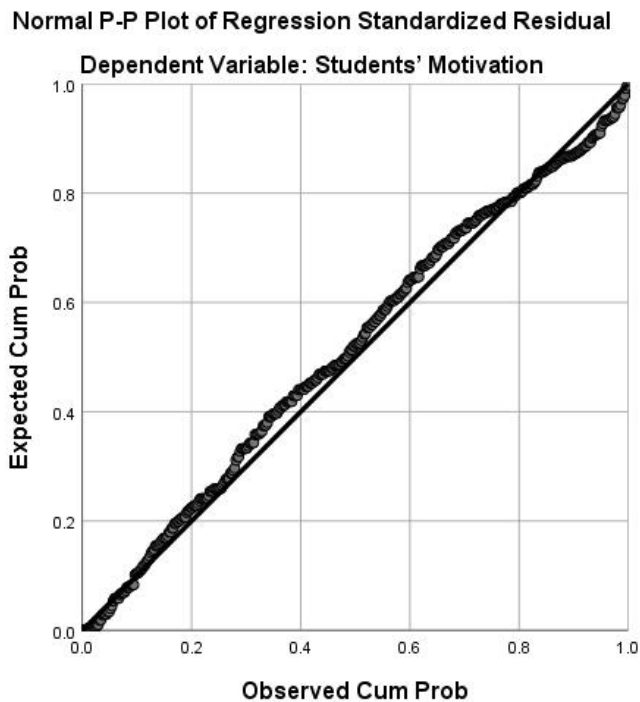
Table 3
Effect Parental Involvement on Students’ Motivation

Coefficients ^a					
	Unstandardized		Standardized		Sig.
	B	Std. Error	Beta	t	
(Constant)	2.011	.154	.600	13.022	.000
Parental Involvement	.555	.037		14.956	.000

a. Dependent Variable: Students’ Motivation



Graph 1: Effect Parental Involvement on Students' Motivation



Graph 2: Effect Parental Involvement on Students' Motivation

Table 3 provides further insights through the coefficients analysis. The unstandardized coefficient ($B = 0.555, p < .000$) indicates that for every one-unit



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increase in parental involvement, students’ motivation increases by 0.555 units, holding other factors constant. The standardized coefficient ($\beta = 0.600$) shows a strong positive relationship, suggesting that parental involvement makes a substantial contribution to explaining differences in student motivation levels. The constant value (2.011) represents the baseline level of student motivation in the absence of parental involvement, implying that while students may demonstrate some degree of motivation independently, their motivation significantly improves with greater parental participation. Overall, these findings underscore that parental involvement plays a critical role in enhancing students’ motivation at the school level. Stronger engagement by parents in academic activities, guidance, and encouragement directly contributes to higher levels of motivation, which is a key factor for sustained academic success.

Table 4
Effect Parental Involvement on Students’ academic achievement

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	27.134	1	27.134	285.097	.000 ^b
Residual	37.690	396	.095		
Total	64.824	397			

a. Dependent Variable: Academic Achievement
b. Predictors: (Constant), Parental Involvement

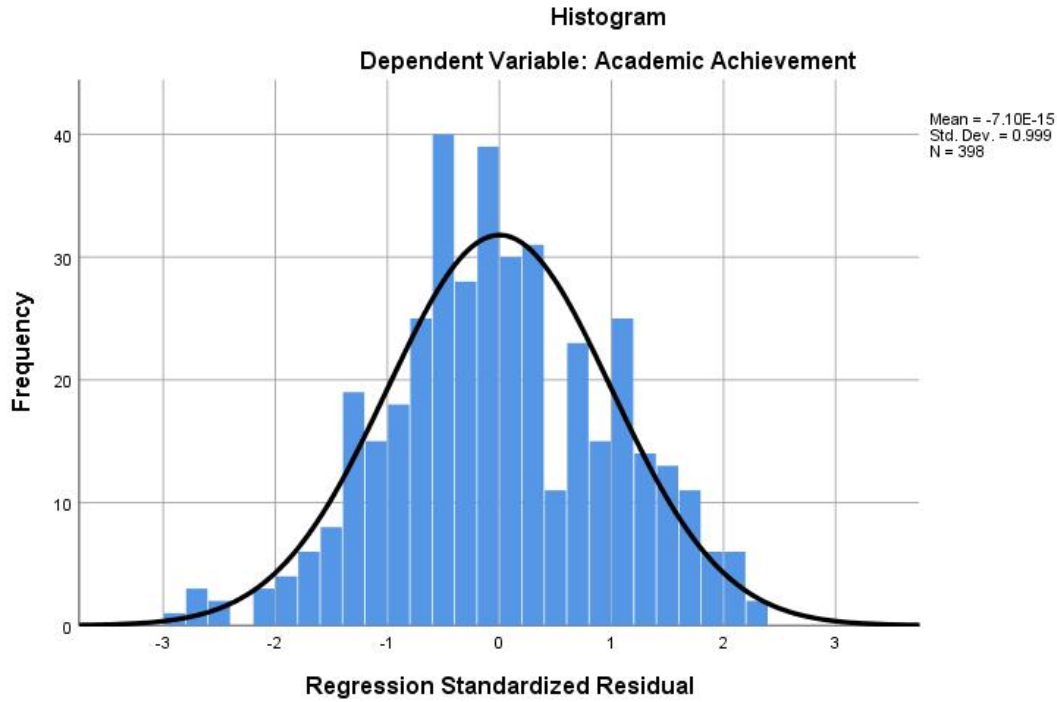
The results of the regression analysis presented in Table 4 indicate a statistically significant effect of parental involvement on students’ academic achievement. The ANOVA results show that the overall regression model is highly significant ($F = 285.097, p < .000$), suggesting that parental involvement is a strong predictor of students’ academic achievement. The regression sum of squares (27.134) compared to the residual sum of squares (37.690) demonstrates that parental involvement explains a considerable portion of the variance in academic achievement, while the remaining variance is due to other factors not captured by the model. The total variance (64.824) further reflects the notable contribution of parental involvement to academic performance among secondary school students.

Table 5
Effect Parental Involvement on Students’ academic achievement

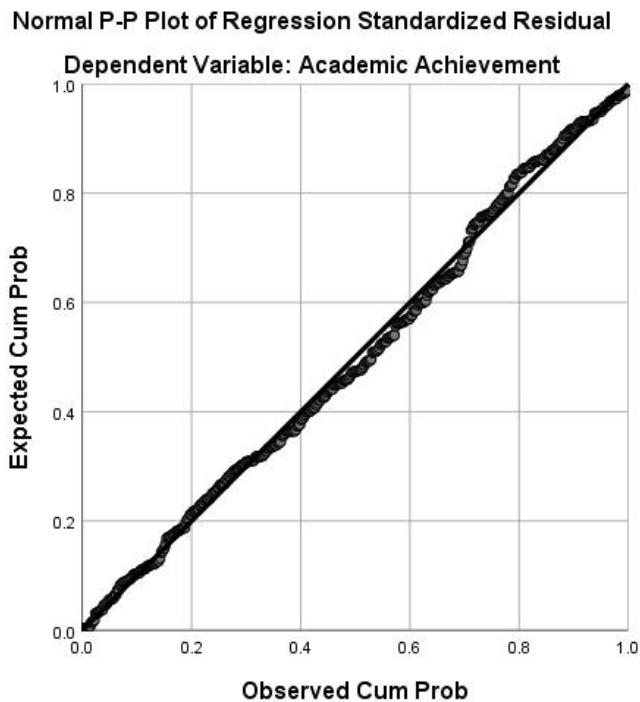
	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	1.737	.146		11.881	.000
Parental Involvement	.593	.035	.647	16.885	.000



a. Dependent Variable: Academic Achievement



Graph 3: Effect Parental Involvement on Students' academic achievement



Graph 4: Effect Parental Involvement on Students' academic achievement



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Table 5 provides deeper insights into the predictive relationship. The unstandardized coefficient for parental involvement ($B = 0.593$, $p < .000$) indicates that for every one-unit increase in parental involvement, students' academic achievement increases by approximately 0.593 units, holding all other factors constant. The constant value (1.737) represents the baseline level of academic achievement when parental involvement is absent, implying that students still maintain some level of performance independently, but it significantly increases with parental support. The standardized coefficient ($\beta = 0.647$) confirms a strong positive relationship, suggesting that parental involvement has a substantial and direct impact on academic achievement. Overall, these findings highlight the critical role of parental involvement in shaping students' academic success. Active engagement of parents in their children's education—through monitoring, guidance, and support—emerges as a significant factor in enhancing learning outcomes. The results confirm that when parents are more involved, students tend to achieve higher academic performance, demonstrating the importance of strengthening home-school collaboration.

Table 6

Relationship between Parental Involvement and Students' Motivation

		Correlations	
		Parental Involvement	Students' Motivation
Parental Involvement	Pearson Correlation	1	.600**
	Sig. (2-tailed)		.000
	N	400	400
Students' Motivation	Pearson Correlation	.600**	1
	Sig. (2-tailed)	.000	
	N	400	400

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

The correlation analysis presented in Table 6 highlights the relationship between parental involvement and students' motivation. The Pearson correlation coefficient between the two variables was found to be $r = .600$, which indicates a strong positive relationship. This suggests that as parental involvement increases, students' motivation levels also rise significantly. The result is statistically significant at the 0.01 level ($p < .01$), confirming that the observed association is not due to chance and can be considered robust. With a sample size of 400 respondents, the findings provide reliable evidence that parental engagement plays an important role in shaping students' motivational orientations at the secondary level. In practical terms, this means that students whose parents take an active interest in their education—through monitoring academic progress, providing guidance, and encouraging participation—are more likely to demonstrate higher levels of motivation in their studies. Conversely, low levels of parental involvement may reduce students' enthusiasm and engagement with learning tasks. The strong correlation underscores the importance of fostering home-school partnerships, as parental support appears to be a critical driver of



student motivation and, by extension, academic success.

Table 7

Relationship between Parental Involvement and Students’ academic achievement

		Correlations	
		Parental Involvement	Academic Achievement
Parental Involvement	Pearson Correlation	1	.647**
	Sig. (2-tailed)		.000
	N	400	398
Academic Achievement	Pearson Correlation	.647**	1
	Sig. (2-tailed)	.000	
	N	400	400

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

The correlation analysis presented in Table 7 highlights the relationship between parental involvement and students’ academic achievement. The results indicate a Pearson correlation coefficient of $r = .647$, which reflects a strong positive association between the two variables. This means that higher levels of parental involvement are significantly linked with improved academic achievement among students. The correlation is statistically significant at the 0.01 level ($p = .000$), confirming that the observed relationship is not due to chance and is robust. With a sample size of nearly 400 respondents, these results provide reliable evidence that parental engagement in children’s education plays a vital role in shaping their academic success. The positive direction of the relationship implies that as parents become more involved—through monitoring, supporting learning activities at home, or maintaining communication with schools—students are more likely to perform better academically. The findings support the argument that parental involvement acts as an important external factor that complements school-based learning and enhances overall academic outcomes. In summary, the correlation coefficient demonstrates that parental involvement is a significant predictor of students’ academic performance at the secondary level, underscoring the need for educational institutions to foster stronger school-home partnerships to maximize student achievement.

Discussion

The findings of this study revealed that parental involvement is strongly associated with students’ motivation and academic achievement, confirming its pivotal role in shaping educational outcomes. The correlation results ($r = .600$ for motivation; $r = .647$ for achievement) and regression analyses demonstrated that parents’ engagement makes a substantial contribution to students’ academic growth. These results are consistent with earlier research showing that higher parental involvement leads to stronger academic performance and sustained motivation across school levels (Fan & Chen, 2001). One of the most significant



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findings was the positive effect of parental involvement on students' motivation. The regression results indicated that for every unit increase in parental involvement, motivation increased by .555 units, highlighting the crucial role of parental support in fostering enthusiasm and persistence in learning tasks. González-DeHass, Willems, and Holbein (2005) similarly noted that parental involvement enhances students' self-efficacy, interest, and resilience in the face of academic challenges (Yang, 2025). By providing encouragement, guidance, and monitoring, parents help students maintain focus and develop the persistence necessary for success.

The effect of parental involvement on academic achievement was also noteworthy, with results indicating that parental support significantly predicted achievement ($\beta = .647$). This aligns with the meta-analysis by Hill and Tyson (2009), who emphasized that when parents set clear expectations and discuss academic goals, students tend to perform better in school. Wilder (2014) also argued that the most effective parental involvement practices are those that focus on academic socialization—such as discussing the importance of education and future aspirations—rather than direct control or homework supervision. These findings suggest that parental practices which empower and guide students are more impactful than those that are overly directive. At the same time, literature emphasizes that not all forms of parental involvement are beneficial. Pomerantz, Moorman, and Litwack (2007) highlighted that intrusive or controlling involvement can sometimes undermine students' autonomy and reduce motivation. This concern resonates with the present study, where the positive effects of involvement appeared to be strongest when parental practices were supportive, autonomy-promoting, and focused on encouragement rather than control. Hoover-Dempsey and Sandler (2005) similarly explained that parents who provide constructive feedback, communicate high expectations, and show genuine interest in school activities foster both intrinsic motivation and higher achievement.

The results of this study also support the argument that motivation serves as a mediating factor in the relationship between parental involvement and academic outcomes. Students whose parents are engaged not only perform better academically but also show greater interest and commitment to learning. Fan and Williams (2010) confirmed this mediating effect by showing that motivation is strengthened when parental support is consistent, which in turn leads to improved achievement. This interplay between motivation and achievement highlights the indirect yet powerful role of parental involvement in shaping student success. Furthermore, the large effect sizes in this study compared to other research may be explained by contextual and methodological factors (Gu, Hassan, & Sulaiman, 2024; Bacsikai, ET AL., 2024). In Pakistani cultural and educational contexts, family involvement is often deeply embedded in students' daily routines, amplifying its influence on learning outcomes. Jeynes (2012) also found that cultural context can significantly moderate the strength of parental involvement effects, with collectivist societies often showing stronger links. Additionally, the self-report measures used may have captured parents' most effective practices, inflating effect sizes relative to studies using multiple sources of data (Jeynes, 2024). Overall, these findings reinforce the view that parental



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involvement is not simply an external support factor but a central determinant of both student motivation and achievement. The evidence strongly suggests that schools should prioritize building strong home–school partnerships that equip parents with the skills to provide constructive, autonomy-supportive involvement. Such practices not only enhance students’ current performance but also cultivate long-term motivation, resilience, and a positive attitude toward education.

Conclusion

In conclusion, the findings of this study reaffirmed that parental involvement plays a decisive role in shaping students’ motivation and academic achievement at the secondary school level. The results demonstrated that students whose parents are actively engaged in their education show higher levels of motivation, greater persistence, and improved academic outcomes. These findings are in agreement with previous research emphasizing that effective parental practices, particularly those that are supportive and autonomy-promoting, foster both immediate performance gains and long-term commitment to learning. The study also highlighted that motivation operates as a crucial link between parental involvement and achievement, underscoring the importance of family support in sustaining academic success. Collectively, the evidence points to the need for schools and policymakers to strengthen home–school partnerships and guide parents toward practices that not only raise achievement but also nurture students’ intrinsic drive to learn.

Recommendations

- Schools should establish structured programs that actively involve parents in the educational process, such as regular parent–teacher meetings, workshops, and collaborative planning sessions that emphasize their role in supporting motivation and achievement.
- Educational authorities should design training modules for parents on effective involvement strategies, focusing on autonomy-supportive practices, academic socialization, and constructive feedback, rather than controlling or intrusive behaviors.
- Schools should implement effective communication systems (e.g., digital apps, newsletters, and parent portals) that allow parents to stay informed about their child’s progress and encourage two-way interaction with teachers.
- Parents should be guided to set realistic expectations, discuss educational goals, and provide encouragement that fosters self-confidence and persistence rather than excessive control over schoolwork.
- Policymakers should embed parental engagement initiatives into educational reforms and policies, making them an integral part of strategies to improve student learning outcomes.



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- Special attention should be given to families from disadvantaged or under-resourced backgrounds by providing targeted support, resources, and culturally relevant strategies to ensure equitable parental participation.
- Schools should identify and mitigate barriers such as time constraints, lack of awareness, or limited educational background that hinder parents from becoming actively involved.
- Researchers should disaggregate different forms of parental involvement (e.g., home-based support, school participation, and academic socialization) to determine which practices most effectively predict motivation and achievement in various contexts.
- Future studies should employ longitudinal designs to establish causal relationships and integrate qualitative methods to capture deeper insights into the dynamics of parental involvement.
- Comparative research across cultural contexts should be conducted to explore how cultural norms, values, and family structures influence the relationship between parental involvement and student outcomes.

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