

BEHIND EVERY GRADE: EXPLORING PARENTAL INVOLVEMENT IN RELATION WITH ACADEMIC MOTIVATION AND ACADEMIC ACHIEVEMENT AMONG STUDENTS

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Abstract

The main goal of this study was to determine any relationship between parental involvement, academic motivation and academic achievement. We asked to study 200 students aged 11 through 17 by using convenient purposive sampling. From the University of Swat, 100 students were picked, as were 100 students from the university of Mardan. There was an equal number of male and female participants from every university selected. The researcher applied the Perception of Parents scale created by Deci and Ryan (1997) (Annexure A), the Academic Motivation scale from Vallerand et al (1992) and academic achievement, by analyzing grade point averages. The research team used a pilot test before undertaking the study. Pilot testing confirmed the reliability of the scales used. The consistency of the instruments was tested through Cronbach's alpha and each measure formed strong estimates of reliability ($\alpha > .7$). A reliable positive score was found for all three scales in the pilot study. In the pilot study, there was a strong, positive connection discovered between parental involvement, how motivated students are to learn and their academic results. The correlation was found after analyzing data from N=200. The degree to which parents are involved with their children's education was linked to very high motivation and value in academics (70**). There was a meaningful and positive link found between educational achievement and how much parents are involved (.87**).

INTRODUCTION

Castro et al. (2015) Report parental involvement happens when parents are included in their children's education and support the school and teachers in their kid's learning. The study showed that how involved parents are can affect final academic achievements, behavior, attendance, personal growth and progress long after high school. It means being involved both in learning

about their children's studies and in keeping an open line of communication (Dr. G. P. Raja and co-authors2023). Academic motivation drives students to take part in studying, keep learning through hard times and wish to do well in their studies. It refers to times when learning happens out of enjoyment and interest. Rewards or recognition from someone else is what pushes

someone toward extrinsic motivation. New studies have shown that a person's academic motivation is affected by beliefs about their own abilities, goals and the value placed on the target. Santo, Tesi and Aiello (2024) explain that...

Academic achievement measures the attainment of objectives that educational institutions dedicate themselves to such as school, college and university. Usually, schools define targets that focus on thinking skills for the whole curriculum or on developing certain abilities in one intellectual area (such as math, reading, writing or science). Being great at school involves doing well on tests as well as making use of what you learn to think, communicate and solve issues. Achieving in academics depends in part on personality traits, the kind of environment and social economic background. This view is reported by Steinmayr et al., in 2014.

In different ways, parental involvement has been explained as taking part in home and school activities and having a positive attitude about their kids' education, school and teacher. Experts recently found a gap between actions taken by parents and their attitudes toward education. When parents have a poor view of their children's education, it leads to more classroom trouble, though when they have a positive perspective, their children do better in school (Borrello, V. (2023). Opinions are obviously central to how parents and schools connect, but parents' overall attitudes toward school aren't always well understood. Parents influence their children's school actions by what they share about education at home.(Annie E, 2022).It is clear from studies that how involved parents are in early school helps determine their child's academic success. Taking an interest in their children's learning helped the parents of those children succeed more often. Parental involvement affects a child's academic performance which also depends on good early school results. The academic track record of a child usually remains the same after early elementary school. So, we should identify what leads to early academic achievement that is controllable (Rahiem, 2024).Key research in this field found that a positive parenting style helps students do well academically and in other fields.

The involvement of families has shown to support good connections between children and their school, along with improved school climates. Children, families and whole communities in schools gain from programs that encourage parents to take part in education (Sebastian et al., 2016). A study from 2024 by Park and Kim revealed that involvement by parents can improve how adolescents do in school, largely by increasing their adjustment to school life. The analysis looked at data from the Korean Children and Youth Panel Survey and found that when parents are more involved, their children's academic results often improve because they adjust better to schools. The results showed that strategies aimed at parents could enhance how well their children adjust and take part at school. A report conducted recently uncovered the important role that parents play in inspiring students to learn. A 2024 study by Özyıldırım looked at evidence and revealed that when parents are involved, students' motivation to study increases slightly and is supported by statistics. It was found that parental gender, country, school level and the year the studies were performed are important moderating factors in this connection. They indicate that we should be aware of different background factors to properly measure how parental support influences student motivation. Another research done by Urdan et al. in 2007 examined both academics and many more factors. Students from universities participated as the sample in this study. Findings revealed that parental involvement increased academic motivation of the students. In 2016, Ahmad et al. carried out research to examine how much involvement from parents affects their children's teaching, self-esteem, motivation and school achievements. The study found that when students were more motivated, they performed better academically and parents who were involved encouraged their children to be more motivated. Kriegbaum et al. (2016) looked at students in order to understand how parental involvement influences both motivation and achievements in school. Most students felt that family factors encouraged them to study hard in school.

In 2013, Wang and Sheikh-Khalil did a study focused on understanding the link between parental involvement, students' grades and their mental health. The research found that having parents involved helped and benefited the students. Higher levels of parental participation led to better academic results and parental participation was also tied to more regulated emotions. Omar (2018) used several adult vocational institutes and colleges to investigate how much parents involvement with learning influences students' motivation and achievements in school. The findings showed that academic motivation played a big role in students' academic success. Academic achievement was determined by the study as being linked to academic motivation as a mediator in the relationship between parental involvement and child performance. The authors in 2013 showed how the parents' involvement can support students by boosting their educational results. There was a positive link revealed between parental participation, more parent help, how their children performed academically and their levels of achievement. In 2016, Shah and colleagues studied how active parents are involved in their children's education and how this involvement affects their academic results. Factors of parental involvement included parental support, parental monitoring and parental communication. The conclusion was that greater parental involvement was linked to improved academic performance by the students. Among three types of involvement, parental monitoring was found to have the greatest impact on a child's achievements and school accomplishments. The amount of schooling parents complete was greatly linked to how much they participated in their children's schooling. Hussain et al. (2020) did a study to discover how being involved with their children can improve students' academic results. The study also focused on learning about the inner as well as outer drive and belief in their own skills among the students taking part. The results proved that parental involvement was linked with better academic results for the students. Another finding showed that "how motivated students feel" and their own self-confidence worked as predicted

mediators and were key to explaining how parental involvement could help girls perform better in elementary school. The authors of this article (Khan et al., 2014) researched what impacted academic achievement in special students: parenting, encouragement to learn, gender and ethnicity. Most parents of the special students used authority as their main parenting style. Among special educational students, their parenting styles, encouragement for learning and performance in education were strongly linked.

In the same year, a study carried out by Kriegbaum et al. examined relationships between college students' learning levels and motives, in relation to shares of agency processes experienced with parents. Being involved in shared agency correlated with greater classroom achievement, stronger personal and outside motivation and increased academic motivation. Students who reported high parental direction and low parental participation in school (non-shared agency) achieved less academically, were less motivated within themselves and by outside rewards and had less motivation for school work.

According to Chen and Ho (2012), the link between how much students think parents are involved and their academic performance is explained by students' beliefs about effort, themselves as learners and how much control they imagine over learning. Results suggested that academic beliefs for the students helped to mediate the link between parental involvement and their academic performance.

Rationale

Students at universities can encounter many problems that may make them lose their enthusiasm for good grades. As children become adults, they direct their efforts towards their own matters and hobbies which often harms their schoolwork and current motivation. (Gupta & Milli, 2016). Finding out how much parents are involved at university relates to a student's motivation and ambitiousness could help educators and policymakers make better strategies for supporting student success. For this reason, the study explores these links and tries to fill a gap found in current academic research.

Statement of the Problem

Studies, such as the one carried out by Hussain et al. (2012), have traditionally concluded that the role of parental involvement is extremely crucial for students' educational performance. As existing literature on predominant lower level of academics emphasized the transition process for students from such fields to higher education, the role of parental involvement may have different effects on academic performance. Despite its significance, little is understood about the role of parental involvement for university students. It is for this reason that this research intends to explore the relationship between parental involvement, academic motivation, and performance.

Objectives

1. To analyze the influence of parental involvement on students' motivation toward academic engagement at the university level.
2. To examine the impact of parental support on the academic performance of students enrolled in higher education institutions.

Hypotheses

Following hypothesis have been formulated in the light of literature review.

- **H1:** There will be significant positive relationship between parent involvement and academic motivation among university students.
- **H2:** There will be significant positive relationship between parent involvement and academic achievement among university students.

Research Design

A survey using questionnaires was the main approach used in this study.

What is the difference between a Sample and a Population?

The study included a group of students studying at universities of Swat and Mardan. Data was obtained from students at university Mardan and university of Swat for the study. We chose convenient purposive sampling to gather the data and questionnaires were used to collect the data from students enrolled in university classes in Mardan and Swat districts. The study received

200 responses, 50% were from females and 50% from males.

Sampling

Data in this study were collected via non-probability sampling. Purposive convenient sampling was chosen for non-probability sampling in this research. Researchers carried out the study with college students. Included in the study were 200 students chosen from a range of universities in Mardan and Swat.

Operational Definitions

Parental Involvement

Being involved means parents regularly exchange helpful information with teachers about student academics and other school matters. In the current study, parental involvement was assessed using the Perception of Parents Scale (POPS; Deci & Ryan, 1997). A high score on the scale shows more parental involvement (POPS; Deci & Ryan, 1997).

Academic Motivation

Academic motivation refers to some of the driving wheels behind actions that facilitate and impede a person's performance at school. For our study, we used the Academic Motivation Scale; its full name is 'Academic Motivation Scale for College Students' (Vallerand et al. 1992). Someone's Academic Motivation Scale is rated higher if their score is high (Vallerand et al. 1992). The English version of the scale is being used.

Academic Achievement

Spinath (2012) notes that academic achievement shows how effectively students perform in the intellectual subjects they get in school or college. Using the participants' previous semester GPA, the study examined their academic results.

Instruments

Data was collected using the following devices.

Perception of Parents Scale (POPS) (The College Student Scale)

Researchers created the adolescent/older participant version of the perception of parents'

scale, based on earlier findings (Deci & Ryan, 1997). In addition, it looks at how children see their parents' support for autonomy and involvement, as well as how much warmth the children see in their parents. There are 21 items that target mothers and 21 that target fathers. Your scale score can be anywhere from 0 to 129. The overall scale has an alpha reliability of .93. A higher score means that the parent is more involved (POPS; Deci & Ryan, 1997). Assessments are completed using the English form.

Academic Motivation Scale

The academic motivation scale (AMS from Vallerand et al, 1992) was used in the present study. The scale consists of 28 items. The study looks at motivation within and apart from academic achievement. Amongst things considered are how autonomy, competence and relatedness contribute towards intrinsic motivation and external, interjected and identified types contributing towards extrinsic motivation and motivation. The scale runs from 4 to 28 and there are no questions on it which are reversed-scored. There is satisfactory consistency amongst the dimensions in the English version of the Academic motivation scale. (Vallerand et al, 1992, alpha = .81). As the score increases, so does the student's motivation to do academically. In this, the English version is used for this scale.

How successful a university student has been academically (Grade-point-Average)

The results of the previous semester's courses were calculated using grade-point-Average. I used self-report to find out what Grade-point-Averages the students had.

Procedure

We wanted to examine the relationship between being involved and how motivated university students felt to learn, as well as their academic achievements. The participants were chosen with

purposive sampling. Consent for the study was offered to and acknowledged by every participant. Everyone taking part in the research could withdraw if they preferred. Participants were informed about the purpose of the study and were assured that their responses will be kept confidential before filling the questionnaire. It was conducted in two phases.

Phase-1

In order to identify and address the instrumental issues, a pilot study was conducted on 50 samples (n=50).

Phase-2

In this phase, the study was conducted to test the hypotheses. Data was collected from 200 students of different universities of Mardan and Swat. Students were asked to participate voluntarily, given informed consent and were asked to fill the questionnaires. If there was any query it was addressed. In the end the students were thanked for participating and cooperating.

Pilot Study

Objectives

To check that the instruments have consistency before starting the study.

1. The purpose is to learn how parental involvement is linked to academic motivation at the university.
2. To discover the link between parents staying involved and university students' academic success.
- 3.

Sample in pilot study

Taking part in the pilot study were university students from Mardan and Swat. The researcher chose the participants without using random selection. The total sample size for this study was 50 people (n=50). 50 participants took part in the pilot study and 25 were men and 25 were women. The sample characteristics are shown in Table 1.

Details of Sample Characteristics for pilot study

Table 1 Detailed sample characteristics for pilot study (n=50)

Sample	Categories	<i>f</i>	%
Gender	Male	25	50
	Female	25	50
Family system	Nuclear	25	50
	Joint	25	50
Parents Alive	Yes	45	90
	No	5	10
Guardian	Father	45	90
	Mother	5	10

Table 1 shows that out of 50 participants 25(50%) are females while 25 (50%) are males. Participants from both the nuclear and joint family system were 25 and 25 (50%forboth). Out of 50 participants, 45 participants' parents were alive (90%) while 5 participants' parents were deceased (10%). Out of 50 participants, 45 participants' guardian was father (90%) while 5 participants' guardian was mother (10%).

Instruments

Instruments used for the pilot study were Perception of Parents scale by Deci & Ryan (1997) (Annexure A), the Academic Motivation scale (AMS) by Vallerand et al (1992) and academic achievement was assessed using grade point averages obtained from the demographics.

Procedure

A total of 50 (n = 50) students of different universities of Mardan and Swat were selected for the piloted data collection by using the purposive convenient sampling technique. The questionnaire comprising an informed consent form and demographic questionnaire was

administered. The questionnaires were administered on the target participants, i.e., students of the universities. At the start of the informed consent form, participants were introduced about the use of the research and were asked for their signature on the form if they agreed to be participants in the study. Upon the participants taking the first step of signing the form, they then proceeded with the demographic form and questionnaires. The participants were assured of their confidentiality on the part of the researcher. Upon completion of the questionnaires, the participants were thanked in appreciation of their cooperation, effort, and their time taken. Finally, the data obtained from the questionnaires was analyzed using the Statistical Package for Social Sciences (SPSS version 26).

Results of pilot study

To conduct pilot testing, descriptive statistics for the study variables, the consistency of the instruments and correlations between the variables were considered. The study variables are shown in descriptive form in Table 2.

Descriptive Statistics of the pilot Study Variables
Table 2 Descriptive of study variables of pilot study (n=50)

Variables	M	SD	Items	Range		Skewness	Kurtosis
				Actual	Potential		
1. Perception of Parents Scale	185.8	12.16	42	6-122	0-129	-.42	-.79
2. Academic Motivation Scale	134.5	22.59	28	8-25	4-28	.14	-.72

Table 2 gives the basic statistics for the various study variables. The skewness varies for each variable at -0.42 and -0.14 and the Kurtosis varies

at -0.79 and -0.72. Because all the skewness values are below 1, the data can be considered to have a normal distribution (Bryne, 2010).

Correlation between Parental Involvement and Academic Motivation & Academic Achievement of pilot study.

Table 3 Relationship of parental involvement with Academic Motivation and Academic Achievement among University Students (n=50)

Variables	1	2	3
1. Parental Involvement	-	.82**	.63**
2. Academic Motivation		-	
3. Academic Achievement			-

Pearson product moment correlation was used

Consistent with the first hypothesis, a parent is involved with the child to help enhance academic motivation parent involvement is considered very important (.82) to academic motivation among children, as illustrated in Table 4. Another

significant aspect is the correlation between involvement of parents and the academic performance of students (.63) to support the second hypothesis.

Internal Consistencies of the Instruments

Table 4 Cronbach's Alpha reliabilities of Study Instruments (n=50)

Instruments	No. of Items	<i>a</i>
1. POPS	42	.76
2. AMS	28	.78

Note: POPS=Perception of Parents Scale; AMS=Academic Motivation Scale

The Table 4 which gives information about the reliability of the measures. Executive Support has a minimum reliability of .76 and Direct Support has a minimum reliability of .78. Strong positive vivid findings for reliability meant that researchers decided to keep it in the study. The POPS (perceptual predictive parental support) reliability was found to be quite high, at .76. The reliability coefficient for the Academic Motivation Scale was found to be .78 (AMS; Vallerand et al.,1992). The survey results met the predicted range in terms of reliability (Bryne, 2010).

Discussion of pilot study

The primary objective of the pilot study was to determine whether the measuring instruments were reliable, as well as to determine the relationship that exists between the various variables in the study. The data collected was then analyzed using the SPSS program. The descriptive statistics of the various variables in the study was also calculated, revealing that the data was normally distributed. The Cronbach alpha coefficients were then calculated in the study in a bid to test the reliability of the measuring instruments in the study, and it was satisfactory. Pearson Product Moment Correlation Coefficient (Table #3) was employed for the

analysis of the relationship of Parental Involvement and Academic Motivation and Academic Achievement. The outcome exposed a positive correlation among Parental Involvement and Academic Motivation, and it reinforces the first hypothesis which states that (There will be a positive correlation of Parental Involvement and Academic Motivation among university students). There is also a strong positive correlation of Parental Involvement with Academic Achievement, and it sustains the second hypothesis that (There will be a significant positive correlation of Parental Involvement and Academic Achievement among university students). It was noted in this research and was also noted in the previous research conducted by Omar et al. (2018) that the involvement of parents in the learning of the students and the impact on their accomplishments. The results showed that the impact of academic motivation on achievement was very significant. This led to the discovery that the impact of academic motivation was the cause of the link between the involvement of parents and the impact on the accomplishments of the child. Since the pilot research was conducted, the next step was had in this research.

Results

Table5 Details of Sample Characteristics of the study (N=200)

Sample	Categories	<i>f</i>	%
Gender	Male	100	50
	Female	100	50
Family System	Nuclear	140	70
	Joint	60	30
ParentsAlive	Yes	177	88.5
	No	23	11.5
Guardian	Father	185	92.5
	Mother	15	7.5

From Table 5 we can observe that of the 200 people included, half are females and half are males. There were 140 participants (70%) from nuclear families and 60 participants (30%) were part of extended families. Almost all adult children, 88.5%, had their parents still living and

only 11.5% lost their mom or dad. 185 from our sample of 200 had fathers who were their guardians (92.5%). Just over 7.5% of the sample or fifteen participants, had mothers acting as guardians.

Table 6 Summary of the main study’s study variables (sample size was 200)

Variables	M	SD	Items	Range		Skewness	Kurtosis
				Actual	Potential		
1.Parental Involvement	18.41	187.3	42	5-127	0-129	-.48	-.79
2.Academic Motivation	26.26	153.7	28	9-23	4-28	-.21	-.80

Table 6 shows the basic statistics for the study variables. Skewness values were -.48 and -.21 and Kurtosis values were -.79 and -.80. The fact that

the skewness is under 1 means the data is normally distributed (Bryne, 2010).

Table 7 Cronbach’s Alpha Coefficients for Instruments (N=200)

Instruments	No. of Items	α
POPS	42	.79
AMS	28	.82

Note: POPS=Perception of Parents Scale; AMS=Academic Motivation Scale

You can see reliabilities for the instruments used in the study in Table 7. These instruments have a very reliable score, rating .79 and .82. If your methods are reliable, you are able to carry out the main

experiments needed to back up your conclusions. At a score of .79, the Parents Scale is dependable in understanding perception of the parents. Reliability of Academic Motivation is found to be .82.

Correlation of Parental Involvement with Academic Motivation and Academic Achievement

Table 8 Correlation of Variables (N=200)

Variables	1	2	3
1.Parental Involvement	-	.70**	.87**
2.Academic Motivation		-	
3.Academic Achievement			-

It can be depicted in table# 8 that parental involvement is significantly and at a strong positive level correlated with academic motivation and academic achievement among university students.

Data collection and treatment of the data

Students were informed about the purpose of the study and voluntarily participated in this research. Ethical considerations were taken into account and all the responses were kept confidential. After finding no confusions and ambiguities in the pilot study, phase I, the rest of the participants (N=200) were approached for phase II, that is main data collection through cross-sectional questionnaire-based survey design. Informed consent was used to explain the purpose of the research. Data was collected from the participants through scales. Participants were provided with proper and detailed instructions regarding the fulfillment of questionnaires. Participants were assured about the confidentiality of their data and were allowed to participate in the research by signing in the informed consent form. The participants were informed that the data will only be used for the research purpose. Upon submitting the forms, the participants received a thank you for their cooperation, effort, and time. To investigate the relationship, we developed a cross-sectional design for conducting our survey focusing on parental involvement in the involvement construct that included Academic motivation and Academic achievement. An informed consent and demographic questionnaire accompanied the survey form. While conducting this research, ethical concerns are considered and maintained the confidentiality for all the responses. Finally, the gathered data is analyzed through the help of the Statistical Package for the Social Sciences (SPSS Version 26). This study scrutinized the descriptive statistic for the variables in this study, the internal consistency for the researcher instruments, and the correlation for the study variables.

Discussion

Involvement from parents at home with early education typically leads to kids doing better in school. Students have better academic results when their parents stay actively involved compared to less involved parents. Increased involvement by parents is considered very important for boosting student achievement by both experts and government officials. Besides

realizing how essential early schoolwork is, researchers discovered that a child's school performance becomes more stable following the early primary grades. Because of this, it is necessary to study what leads to early academic success and is able to be changed. (Stanford,2023).“The primary purpose of the current research is to examine the association of parental involvement with academic motives and achievement among university students.” For the purpose of the study, Perception of Parents Scale (Deci& Ryan, 1997), Academic Motives Scale (AMS; Vallerand et al., 1992), and the grade point average obtained during the last semester have been employed as indicators for academic achievement. These scales are available online. The first phase to conduct the study was pilot testing based on pre-testing the instruments and investigating the internal consistencies of the scales. Results of testing revealed no problems regarding the content or administration of the instruments in terms of understanding and comprehension. The internal consistencies of the instruments measured through Cronbach alpha coefficients was satisfactory for all the scales which meant that the study could proceed onto the next phase of the study i.e., main study.

It was proposed in the present study that the involvement of parents will be positively connected to the academic motivation of university students (H1). As a result of doing correlation analysis, there was a significant and positive correlation between parental involvement and academic motivation. Therefore, an increase in parental involvement should bring a rise in the level of motivation for university students to study. What we found was consistent with the claims that Gonzalez-DeHass et al. (2005) made on the effect of parental involvement and the level of a student's motivation. They showed that being involved parents led to increased motivation of their children's education. The second objective was grounded on establishing the relationship of parental involvement to academic achievement among university students, it was hypothesized as, there will be significant positive relationship between parental involvement and academic achievement among university students

(H2). This hypothesis was likewise tested using correlation analysis which gave significant positive relationship between parental involvement and academic achievement among university students meaning that as one increases, the other increases. This finding was similar to those of Boonk et al. (2018), who carried out a study in the Netherlands that demonstrated indicators of parental involvement and academic achievement among adolescents. It was observed in the results of the study that there was a positive association between parental involvement and the achievement aspects among the students. Just like in the previous study, 'A study was conducted by Kausar et al. in 2020 to examine the association between the perceived parental involvement and achievement motivation among students. The association between the teacher and child was examined as a moderating variable between the aspects related to parental involvement and the students' motivations. The study showed noticeable outcomes indicating the positive association between the aspects related to the perceived parental involvement, achievement motivations among the students, and association between the teacher and child.'

In general, the findings from the research demonstrated that the objectives of conducting this research were met and the hypotheses were validated accordingly.

Conclusion

The findings from the current research showed that there was a significant positive relationship between parental involvement and academic motivation and that there was a significant positive relationship between parental involvement and academic achievement.

Implications

The results of the study will assist parents in understanding how being involved in their children's education can have positive effects on learning, motivation and academic performance. Parents are expected to knowledge of how their child is doing in school, notice any learning challenges and help them manage those by teaching them and offering support. Results from

this study may also improve how motivated and successful students are in their academics. Parents who provide their children with regular encouragement and extra help tend to see their children more driven to learn and earn better results.

Limitations and suggestions

The following suggestions to be kept in mind for this study could be:

Though from a variety of different places, the current study was based on a sample of only 200 participants ($N=200$) but future researches could be a larger sample size in order to further validate the findings. The current study can also be conducted using other variables to further broaden the understanding of importance of parental involvement among university students.

Ethical considerations

Following ethical consideration were taken;

Before conducting the study, approval was taken from departmental committee.

Participants were ensured about their response's anonymity.

Participants were ensured that there will be no physical and emotional harm to them.

The participants were ensured that they will be given the right to withdraw at any time during the research study.

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