



IMPACT OF PARENTAL INVOLVEMENT ON STUDENTS MOTIVATION TOWARD LEARNING AND THEIR ACADEMIC SUCCESS AT SECONDARY LEVEL IN DISTRICT CHILAS, GILGIT

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KEYWORDS	ABSTRACT
Parental involvement; student motivation; academic achievement; secondary education; District Chilas; Gilgit- Baltistan; Pakistan	This study aimed to gain insights into the association between parental involvement, motivation to learn and academic achievement of students of District Chilas, Gilgit-Baltistan, Pakistan. Parental involvement is known to impact student success, but there is yet limited research of focal areas from less-researched areas like Chilas. The type of this research is a survey that is classified as quantitative and correlational research. Data was gathered from 209 secondary school students using a structured 39 items questionnaire which consisted of three categories namely parental involvement (15 items), students' motivation (14 items) and students' academic performance (10 items). Cronbach's alpha analysis, descriptive statistics and Pearson Product Moment correlation were used for data analysis in SPSS. Internal consistency of each scale was found to be good with an alpha of .981, .991, and .984, respectively, and .994 for the overall scale. Respondents reported relatively high mean levels of parental involvement ($M = 3.97$, $SD = 1.11$), motivation ($M = 4.21$, $SD = 1.09$), and academic performance ($M = 4.42$, $SD = 0.90$). Parental involvement had a very strong correlation with student's motivation ($r = .970$, $p < .001$) as well as their academic performance ($r = .947$, $p < .001$), while student's motivation correlated very strongly with academic performance ($r = .990$, $p < .001$). This study revealed that the results are in favor of the alternate hypothesis, significantly and positively related to the role of parental involvement and its impacts on students' motivation and achievements at secondary level in District Chilas. The research suggests ways to build a stronger partnership with parents; leverage community awareness of how important parent involvement is to educational success; and establish a more supportive learning environment at home – all as platforms to improve educational results in remote and under-resourced districts.
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Introduction

Education is one of the more potent tools of the individual, social, emotional and economic development and an instrument that influences the personal growth, social mobility, and national development of a country (Tilak, 2020). Parental involvement is one of the strongest indicators of student learning and success (Hoover-Dempsey, Walker, & Sandler, 2011; Jeynes, Wilder, & Fan, 2022), along with other factors that impact student learning and performance. It is well documented that parental participation in a child's schooling – through monitoring children's homework, having communication with teachers, providing a supporting home environment – has been consistently associated with better grades, healthy attitudes toward learning and increased levels of motivation (Epstein, 2018; Castro et al., 2015).

A mediating role in this relationship is that of motivation itself. Educational psychologists differentiate between intrinsic motivation from personal gratification and satisfaction, and extrinsic motivation as the consequence of external reinforcement, recognition or encouragement (Deci & Ryan, 2018; Ryan & Deci, 2000). Parenting plays a role in both types of motivations as a form of emotional support, expectations, and reinforcement of positive learning behaviours (Pomerantz & Monti, 2021). There are two key theoretical models that support this linkage: Epstein's Theory of Overlapping Spheres of Influence, which looks at how family/community and school work together to improve student achievement; and Bronfenbrenner's Ecological Systems Theory, which views the family system as one of the closest a child can have to him or herself, affecting cognition and socio-emotional development (Epstein et al., 2018; Bronfenbrenner, 2019).

Statement of the Problem

Parental involvement in children's learning is not always deep and widespread and is generally limited in remote and mountainous areas like Gilgit-Baltistan in Pakistan (Ali, Rafiq, & Javed, 2019). District Chilas is one of the remote areas of Diamer District in Gilgit-Baltistan that features scattered population, a weak educational system, a relatively low literacy rate, and significant social and cultural exclusion of parents in schools (Baig, Shah and Noman, 2020; Rahman, Khan and Ali, 2020). When students do not receive consistent backing from parents in these contexts, they tend to have poorer academic outcomes, self-concept and are less likely to actively participate in school activities taking place outside of school hours (Khan, Ali, & Ahmed, 2021); however, there has been little empirical study on the pathways through which parental involvement is associated with motivation and achievement in this specific context.

Research Gap/Objectives

Previous studies conducted in Pakistan have mainly focused on urban areas and primarily examined the academic achievement as the measure of parenting involvement, while providing limited consideration to students' motivation to learn and the special educational and social setting of Gilgit-Baltistan (Ahmed & Gul, 2022; Khan, Ahmed, & Riaz, 2024). The aspects of parental participation including home-based assistance, communication with teachers, academic monitoring and parental expectations are still poorly studied dimension in District Chilas. This is

what the present study will focus on by investigating the relationship of parents' involvement in secondary school's academic performance and motivation towards learning among students in District Chilas of the Gilgit Balitistan province. In particular, this study set out to:

- To analyze the correlation between parental involvement and students' motivation towards learning in Secondary Schools of District Chilas, Gilgit.
- The objectives of the study were: To explore the association between the involvement of parents and student's academic achievement at secondary school level in District Chilas in the Gilgit region.
- To find out the relationship between secondary level students' motivational attitude towards learning and their performance in District Chilas, Gilgit.

Research Questions and Hypotheses

The study was guided by the following research questions: (1) How does parental involvement relate to students' motivation toward learning at the secondary level in District Chilas, Gilgit? (2) What is the relationship between parental involvement and students' academic performance? (3) What is the relationship between students' motivation toward learning and academic performance? (4) In what ways can parental engagement be strengthened to improve students' educational outcomes in the region? Correspondingly, the study tested the following hypotheses:

H_{1a} (alternative): There is a significant positive relationship between parental involvement and students' motivation toward learning at the secondary level in District Chilas, Gilgit.

H_{0a} (null): There is no significant relationship between parental involvement and students' motivation toward learning at the secondary level in District Chilas, Gilgit.

H_{1b} (alternative): There is a significant positive relationship between parental involvement and students' academic performance at the secondary level in District Chilas, Gilgit.

H_{0b} (null): There is no significant relationship between parental involvement and students' academic performance at the secondary level in District Chilas, Gilgit.

H_{1c} (alternative): There is a significant positive relationship between students' motivation toward learning and academic performance at the secondary level in District Chilas, Gilgit.

H_{0c} (null): There is no significant relationship between students' motivation toward learning and academic performance at the secondary level in District Chilas, Gilgit.

Establishing this evidence base is intended to inform parents, teachers, school administrators, and policymakers on how to strengthen parental engagement as a lever for improving motivation and achievement among secondary school students in remote and under-resourced districts.

Literature Review

Theoretical Framework

Four complementary theoretical viewpoints are discussed for this study. Researchers Bandura (1986) stated that children mimics and learns their parents' involvement with educational activity as part of the factors involved in banding academic behaviour and attitude. According to a theory of self-determination (Deci & Ryan, 2018), parents can offer support that addresses children's fundamental psychological needs and helps to facilitate intrinsic motivation: competence, autonomy, and relatedness. The family acts as a microsystem embedded in the ecological context of Bronfenbrenner's (2019) Ecological Systems Theory, where the relation between the family and the school (mesosystem) affects the development and learning outcomes. In the end, Epstein's (2018) Theory of Overlapping Spheres of Influence posits that students' learning can be maximised when the spheres of influence of the family, school, and community overlap and work together, where this theory directly shaped the constructs quantified for this study.

Parental Involvement and Students' Motivation

There is extensive research connecting parent involvement to the motivation to learn displayed by students. Monitoring, encouraging, and participating in school activities are all positively correlated with academic motivation and engagement found by Gonzalez-DeHass, Willems and Holbein (2016). Parent support of emotions has also been associated with increase in academic motivation (Spera, Wentzel, & Matto, 2018) and parent's expectation and monitoring have been found to influence the goal orientation and persistence of students (Yamamoto & Holloway, 2020; Pomerantz & Monti, 2021). In the Pakistani context, Kausar, Qayyum and Khan (2020) also reported that the parental involvement had positive relationship to achievement motivation of the school children and Asif, Khan and Ahmed (2025) reported that students' achievement was correlated with certain motivational strategies of parents.

Parental Involvement in and Academic Achievement

Overall, meta analytic studies have found that parental involvement is consistently related to academic achievement. Studies of the effects of parental involvement on children's achievement by Fan and Chen (2001), Castro et al. (2015), Jeynes (2007), and Pinguart and Eppler (2022) indicate moderate-to-strong positive effects in various populations. Students have shown a positive correlation between home activities to their performance, especially in homework, school activities and supporting them in the learning environment (Wang, 2022). Ali, Rafiq, and Javed (2019) and Khan and Malik (2017) have documented the positive relationship between parental involvement and secondary school students' academic achievement which is also significant in Pakistan, and similarly, Nawaz and Shah (2021) have found the same results for rural population of Pakistan.

Parental Involvement in Pakistan and Gilgit-Baltistan

The studies particularly related to Pakistan have revealed that the parents are still not engaged with education, especially in rural and mountainous areas. There are other structural issues highlighted by Andrabi, Das, and Khwaja (2020) and studies in Gilgit-Baltistan show that sociocultural, related to lack of literacy among parents, limited access to schools, traditional gender norms are issues that limit parents participation (Baig, Shah, & Noman, 2019; ul Mustafa, Abro, & Awan, 2021; Shafa & Baig, 2022). Geographic dispersion and limited educational resources emerged as important barriers to sustained parental involvement within the boundaries of District Chilas, as reported by Ghafar (2014) and by Shah, Baig and Noman (2021), with Rahman, Khan and Ali (2020) and Noman, Baig and Shah (2020) reporting educational challenges across the district as a whole. Studies on the role of mothers in this context (Zehra, 2022; Shaheen, Ahmed & Khan, 2020) as well as studies on fathers' involvement in Pakistani homes (Saeed & Khan, 2020; Khan, Riaz, & Ahmed, 2024) also suggest that parental involvement is gendered in Pakistan. As a whole this literature suggests that there should be a positive association between parental involvement and motivation/achievement and more generally that the unique sociocultural and geographical characteristics of District Chilas should be directly tested in empirical research not be extrapolated from urban samples in Pakistan, which was the motivation for this study.

Materials and Methods

Research Design

The research design used in this study is quantitative, descriptive-correlational survey research which is feasible in determining the strength and direction of relationship between the variables of parental involvement, students' motivation toward competing and students' academic performance (Creswell & Creswell, 2023). Descriptive component summarized the current situation of the three variables with mean and standard deviation and correlational component tested the hypotheses of the study by Pearson product-moment correlation.

Population and Sample

The population was the secondary school students from both public and private schools of District Chilas, Gilgit-Baltistan. The total sample of students was 209, (106 male, 50.7 % and 103 female, 49.3 %; 108 from urban schools, 51.7 % and 101 from rural schools, 48.3 %). Random sampling methods were employed for selection of the participants in the study, assigning equal opportunity for participation to all eligible students and minimizing selection bias.

Instrument

A structured, self-report questionnaire was created to gather data based on an extensive review of previous instruments and literature on parental involvement, student motivation and school academic performance. The instrument consisted of 39 items in three sections – Parental Involvement (15 items), Students' Motivation (14 items) and Academic Performance (10 items) using

a 5-point Likert scale of ranging from Strongly Disagree to Strongly Agree. The instrument was piloted with content experts and minor tuning took place before its full implementation.

Data Collection Procedure

The questionnaires were interviewer-administered, the researcher explained the purpose of the study and gave clear instructions before participants began it and was on hand to clarify any items during the administration of the questionnaire. All Participants were asked to answer freely and individually, and measures were taken to be in step with the usual requirements of good ethics as regards confidential information and informed consent during the data collection.

Data Analysis

Filled in questionnaires were coded and analysed using the SPSS. Cronbach's alpha was used to calculate internal consistency of each scale. Descriptive statistics (means, s.d., minimum, and maximum scores) were used to describe the responses of the sample. Pearson product-moment correlation coefficients were subsequently used to explore the strength and direction of correlation between parental involvement, students' motivation and academic results and to test the hypotheses of the study at a level of significance of $p < .05$.

Results

Reliability of the Instrument

Cronbach's alpha was used to check the internal consistency of the scales (Table 1). All three sub scales and the total 39 questions of the instrument showed better than the accepted 0.90 reliability coefficient for excellent reliability, making the questionnaire very suitable for the subsequent analysis.

Table 1. Reliability Analysis of Study Variables

Variable	Number of Items	Cronbach's Alpha
Parental Involvement (PI)	15	0.981
Students' Motivation (SM)	14	0.991
Academic Performance (AP)	10	0.984
Overall Questionnaire	39	0.994

Descriptive Statistics

Means and Standard Deviations of the three study variables are provided in Table 2. The survey, as a whole, reported relatively high scores in parents' involvement ($M = 3.97$; $SD = 1.11$), students' motivation ($M = 4.21$; $SD = 1.09$), and academic performance ($M = 4.42$; $SD = 0.90$) with academic

performance having the highest mean score and the smallest range of scores indicating relatively consistent perceptions of achievement across the sample.

Table 2. Descriptive Statistics of Study Variables (N = 209)

Variable	N	Min	Max	Mean	SD
Parental Involvement	209	1.00	5.00	3.97	1.11
Students' Motivation	209	1.00	5.00	4.21	1.09
Academic Performance	209	1.33	5.00	4.42	0.90

Correlation Analysis and Hypothesis Testing

Pearson product-moment correlation was used to explore the relations between the three variables (Table 3). The degree of parental involvement was very highly positively correlated with students' motivation, $r(207) = .970$, $p < .001$; and with academic performance, $r(207) = .947$, $p < .001$. Whereas with students, there was a very high correlation between motivation and academic performance $r(207) = .990$, $p < .001$. From these results, the alternative hypothesis (H_1): there is a significant positive relationship of parental involvement to students' motivation and academic achievement was accepted and the null hypothesis (H_0): there is no significant positive relationship between parental involvement to students' academic achievement and motivation was rejected.

Table 3. Correlations among Parental Involvement, Students' Motivation, and Academic Performance (N = 209)

Variables	Parental Involvement	Students' Motivation	Academic Performance
Parental Involvement	1	.970**	.947**
Students' Motivation	.970**	1	.990**
Academic Performance	.947**	.990**	1

*Note. **Correlation is significant at the 0.001 level (2-tailed).*

Sample Characteristics

Gender (106 male, 50.7% and 103 female, 49.3%) and school locale (108 urban, 51.7% and 101 rural, 48.3%) were almost evenly distributed, providing an analysis with a widely balanced distribution of secondary students across District Chilas.

Discussion

Overall, the findings of this study give solid empirical evidence for the well established relationship between parental involvement and students' academic outcomes and can help expand the evidence base to a hitherto less researched area of Gilgit-Baltistan (GB), a remote district. In

District Chilas, parental involvement was strongly associated with students' motivation, and even stronger, with their academic performance, consistent with the results of international and previous meta-analyses (Castro et al., 2015; Jeynes, Wilder, & Fan, 2022; Piquart & Eppler, 2022), as well as with previous studies in Pakistan (Ali, Rafiq, & Javed, 2019; Khan & Malik, 2017).

The very high correlation between motivation and academic achievement ($r = .990$) is consistent with the theory proposed by Self-Determination Theory that motivation serves as a proximal motivator of engagement and learning outcomes (Deci & Ryan, 2018) and suggest that parental involvement might act very strongly through its impact on student motivation to achieve higher scores for a sense of competence and relatedness, to sustain effort, and to model positive attitudes toward learning (Gonzalez-DeHass, Willems, & Holbein, 2016; Pomerantz & Monti, 2021). It aligns with the Theory of Overlapping Spheres of Influence (Epstein, 2018) which views sustained family-school interactions as one process that can support better outcomes for students, and to Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 2019) that places the family in the picture as a proximal system that can influence the child's development.

This performance is remarkable considering the much-reported social and cultural difficulties along with geographic constraints in District Chilas and Gilgit-Baltistan as a whole in previous studies (Baig, Shah, & Noman 2020; Rahman, Khan, & Ali 2020; Shah, Baig, & Noman 2021). Overall, the reported levels of parents' involvement, motivation, and performance in this sample are relatively high, suggesting that, even though there are such structural barriers, families in District Chilas are significant contributors to their children's learning, and that their involvement in their children's learning is linked to positive performance of their children, thereby providing preliminary support for the value of interventions that seek to further support and formalise parental engagement in this context.

This research represents a correlational cross-sectional approach, allowing for no inferences to be made regarding a cause-and-effect relationship since it is possible that motivated students with higher performance might engage parents more and as well as the possibility that higher parental involvement may influence student motivation and performance. Either longitudinal or experimental designs would be required to separate out those pathways of direction. Additionally, as data collected from this study was based on self-report by students, their answers might be subject to acquiescence or common method bias, and other well-known contributors to achievement such as teacher quality, school environments, peer influence, and social and economic backgrounds were also not controlled for in this research, which could be beneficial in future research designs (Andrabi, Das, & Khwaja, 2020; Farooq & Asim, 2020).

Conclusion and Recommendations

The purpose of the study was to investigate and explore the correlation between parental involvement, student's motivate to learn and students' achievement in District Chilas, Gilgit-Baltistan. Based upon 209 students and the use of a reliable 39-item instrument, the study revealed the statistically significant positive relationship among all the variables were very strong,

thus the alternative hypothesis was accepted while the null hypothesis was rejected. Students' motivations to learn and their school performance were strongly related to their parents' monitoring and communication with teachers, emotional support, and encouragement, suggesting that families are key to the educational pathways of secondary students in this unique, poorly-studied district.

Practical Recommendations

- Parents should keep an eye on children's homework assignments, school work and study habits and should constantly discuss schoolwork.
- More efforts are required in the sense of parent-teacher relationship; regular meetings, feedbacks etc. Parents should be related more by the schools by regular meeting or through a structured feedback mechanism.
- Parents should foster a positive learning atmosphere at home that helps students develop good learning habits, avoiding distractions in learning.
- Educational institutions or local authorities should conduct community awareness training sessions on the importance of parental participation, especially for people living in rural areas and communities that are widely spread.
- Support of parents involves help in the process of goal setting, acknowledging pupils' accomplishments and offering emotional encouragement which is consistent, to keep the pupils motivated throughout the learning process.
- Informal parent/educator partnership should be formalised in school- and community-based programs and initiatives to enhance district-wide educational outcomes.

Limitations and Directions for Future Research

Activity self-report data were used, and the cross-sectional, correlational design precludes cause-and-effect inferences and the exclusion of other known correlates of achievement (e.g., teacher effectiveness, school environment, peer influence, and socioeconomic status) from the study. Future research should take the form of longitudinal or mixed methods (other than the one in this study) design studies, and use measures that capture both parent and teacher reported data, and expand the study to include wider levels of districts in Gilgit-Baltistan to determine the generalisability of the current findings. However, the findings of this study provide new empirical evidence from an under-researched district of a far-flung area of Pakistan and provide a practical underpinning to school and community initiatives on maximizing parenting involvement to boost pupil motivation and pupils' achievement..

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