

EXPLORING PARENTAL INVOLVEMENT AND ITS IMPACT ON STUDENTS' LEARNING MOTIVATION IN SWAT, PAKISTAN

Muhammad Asif Khan^{*1}, Dr. Farooq Nawaz Khan², Dr. Nasir Ahmad³,
Dr. Sajjad Hussain⁴, Saleha Tahir⁵

^{*1}PhD Scholar Center for Education and Staff Training, University of Swat, Pakistan

^{2,3,4}Associate Professor Center for Education and Staff Training, University of Swat, Pakistan

⁵M.Phil. Scholar Center for Education and Staff Training, University of Swat, Pakistan

¹asifbacha111@gmail.com, ²farooq@uswat.edu.pk, ³nasir_cupid@uswat.edu.pk,
⁴sajjadhussain@uswat.edu.pk, ⁵salehatahir20@gmail.com

^{*1}0009-0009-3207-0736, ³0000-0002-7933-2168, ⁴0000-0002-9963-9722

Corresponding Author: *

Muhammad Asif Khan

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ABSTRACT

In the twenty-first century, the outcomes of student learning are dependent on the classroom instruction, and aspects like parental involvement have become a determining factor that dictates motivation and academic performance. The Study explores how parental involvement influences the learning motivation amongst the students of Government Higher Secondary School Kabal, Swat, Pakistan, in terms of learning support at home, emotional support, and school-home communication. The qualitative phenomenological research design was followed, guided by three aims that is, finding out what the forms of parental involvement are, investigating the perception of students on parental support, and what the teacher's opinion about parental engagement is. The participants included students, parents, and teachers who were sampled using purposive sampling. The information was collected by semi-structured interviews and focus group discussions, along with the analysis of documents, and was analyzed using the thematic framework (Braun and Clarke). The results indicated that parental engagement plays a strong role in the intrinsic and extrinsic motivation, and there is an increase in student engagement, discipline, and academic achievement. Nevertheless, the involvement of the parents is hampered by several obstacles, which include time, knowledge of the subject, and cultural norms. Among the elements that may be identified as important in the study, one can draw the importance of active home-school partnerships, culturally competent practices, and parental training programs since they provide useful information to educators, policy-makers, and curriculum developers interested in fostering student motivation and academic success.

Keywords: Parental Involvement; Learning Motivation; Home-School partnership; Secondary Education; Swat, Pakistan

INTRODUCTION

Motivation of students is a well-known factor that defines the success of students in a rather critical

way. It drives students to actively participate in classroom tasks, overcome academic difficulties,

and follow their personal and educational ambitions. This outcome of recent years is that studies have demonstrated that motivation is not only a result of personal psychological factors, but has a strong influence on the environment of learning, family background, and social support systems of students (Ryan & Deci, 2020; Eccles & Wigfield, 2020). The motivation of students will cause them to have increased self-efficacy, curiosity, and positive attitudes towards learning that ultimately result in improved academic performance.

Educational psychology distinguishes between intrinsic and extrinsic motivation, which are the fundamental concerns in the educational accomplishments of a student (Schunk et al., 2020). Intrinsic motivation refers to the internal drive of a learner to do something because it is a good thing and the learning practice provides a learner satisfaction, but not external rewards. Intrinsically motivated students are characterized by curiosity, interest, mastery, or personal goals; i.e., these students will explore the content matter, endure obstacles along the way, as well as greater self-regulation. An example in this case would be an example of a student who studies mathematics because he or she enjoys solving problems, which would be considered an intrinsic motivation and tends to be more lasting and associated with serious long-term learning outcomes.

External factors cause extrinsic motivation by stimulating a learner to perform a task, such as grades, parental praise, teacher praise, rewards, recognition, or even avoiding punishment. Extrinsically motivated students may participate in the learning activities with the direct intention of achieving them rather than willingly. Even though extrinsic motivation can be appropriate when it comes to motivating the first engagement and enhancing performance, its effect will probably be temporary, based on the continued use of the external incentives (Kashefian-Naeeni et al., 2024). A case in point is where a student works to achieve good grades or to please a parent; he or she is extrinsically motivated. There is also research at the secondary school level, which states that extrinsic motivation in some subjects will trend downward with age except in the case of parental and domestic intervention (Zhang et al., 2025).

The parents have a role to play in intrinsic and extrinsic motivation because of their involvement. External reinforcement provided by academic support, emotional encouragement, and frequent communication by parents not only adds to the idea of competence, autonomy, and relatedness, which gives rise to intrinsic motivation, but also develops a sense of competence, autonomy, and relatedness (Ahmed et al., 2022; Maulisa & Adani, 2024). Study demonstrates that students with actively participating parents in their learning experience have more self-efficacy, confidence, and engagement, and the two types of motivation factors interact synergistically to improve academic performance.

Parents represent one of the most outstanding motivators of students that can be elicited. Rural children in Pakistan believe it is motivated by their parents, even with the economic and financial pressures and the cultural needs, which depicts the importance of attending home in sustaining the motivation (Aslam et al., 2020; Iqbal et al., 2022). Similarly, research studies have also indicated that parent-related support, including emotional, academic, and support of learner autonomy, is also an effective element in intrinsic motivation, particularly in the learning of a foreign language. Nonetheless, despite the accumulating evidence, most educational systems, especially those with low resources, still experience a sharp home-school discrepancy. Among the communication barriers, which have been reported in recent research, there are limited communication, formal organization of parental energy, and parental assumptions that the primary role in the learning process is delegated to the school (Ahmed et al., 2022). Lacking the knowledge of the actual application of parents, the perception of students and teachers of such initiatives makes strategies to promote motivation remain fragmentary.

This study seeks to fill that gap by discussing the importance of parental involvement in fostering learning motivation in students at the secondary school level in Swat, Pakistan. Specifically, it investigates the role of parental involvement in the education of their children, its perception by the students, and its perception by the teachers regarding the impact of parental involvement on classroom motivation. With these various views,

the study aims to provide some insights on how to create a home-school partnership that would be able to produce sustainability in intrinsic motivation and useful academic success.

Objective of the study

1. To identify different forms of parental involvement in students' learning.
2. To explore students' perceptions of their parents' role in motivating them to learn.
3. To examine teachers' perspectives on parental involvement and student motivation.

Research Questions

1. What are the different types of parental involvement in the learning of students?
2. How do students feel that their parents motivate them to learn?
3. What is the teacher's opinion on the role of the parent and how the parent affects the student's motivation?

Methodology

This study followed the qualitative research design to examine the role of parental involvement in improving the learning motivation among students at the Government Higher Secondary School Kabal. A phenomenological approach was used to capture the lived experiences and perceptions of students, parents, and teachers since phenomenology is well-suited for studying the experiences and interpretations of individuals about parental involvement and its effects on learning motivation. The subjects of the study were the secondary school students in classes 8 to 10, their parents, and teachers involved in teaching at the school selected for the study. Purposive sampling was applied to choose the subjects who were actively engaged in the educational process and could offer rich information on the phenomenon. The final sample included 15 students, 5 parents, and 5 teachers to represent the different genders, socioeconomic and subject areas. This sample size is consistent with the standards of qualitative research in which depth and richness of data are more important than generalizability.

Data was gathered using semi-structured interviews, focus group discussions (FGDs), and document analysis. Interviews were conducted

with parents, students, and teachers to know their perceptions and experiences about parental involvement and the effect of parental involvement on student motivation. FGDs with students were conducted to discuss common experiences and perspectives, and records from school and parent-teacher communication were analyzed to triangulate the findings. All interviews and FGDs were audio-recorded with the consent of the participants and transcribed verbatim. Pseudonyms were used to protect the participants' identities. The collected data was analyzed by using thematic analysis as per the six-step procedure by Braun and Clarke, which consists of familiarizing with the data, generating initial codes, searching for themes, reviewing and defining themes, and generating of final report.

To guarantee the reliability of the study, credibility, transferability, dependability, and confirmability were incorporated. Triangulation and member checking were used to establish credibility, rich contextual descriptions to enhance transferability, an audit trail was used to ensure dependability, and reflexivity of the researcher mitigated bias to confirmability. Ethics were highly adhered to in the course of the study.

All participants had to provide informed consent, anonymization of data offered confidentiality, and participation was voluntary; all participants were told about their right to withdraw at any point. Ethical approval from the institutional review board of the University of Swat.

Altogether, this methodology enabled to conduct of a rigorous, ethical, and in-depth examination of the role of parental involvement in the increase of learning motivation of students in the environment of Government Higher Secondary School Kabal, Khyber Pakhtunkhwa.

Delimitation of the study

Students in secondary schools will be targeted under the study, with specific data from the Government Higher Secondary School Kabal, and specific details of parental involvement and its effects on learning motivation in secondary school will be narrowed down to this study area. The study will be carried out in the Kabal area of Khyber Pakhtunkhwa, which restricts the study scope but provides an in-depth qualitative study

experience. Focusing on this specific situation, the study will focus on capturing in-depth information about the perceptions held by students, the practice of engagement carried out by parents, and the observations that teachers can make. The study will take into consideration the fact that the results might not be applicable in other locations or even other levels of education.

Data Analysis and Interpretation

Data were analyzed through semi-structured interviews with students, parents, and teachers. Thematic analysis was applied to the gathered recordings and notes to gain an idea about the experiences and perceptions of parental involvement and how it influenced the motivation of students to learn. The key problems that were noted in the study were the academic support at home, emotional encouragement, communication between the school and the home, and the factors that prevented parental involvement. The respondents explained the beneficial effects of parental involvement on students' confidence, motivation, and engagement, and the obstacles, including hectic schedules, insufficient knowledge of the subject, and cultural requirements.

In this section, the author explains the findings of the interviews conducted among 10 students, 5 parents, and 5 teachers in Swat, Pakistan. The thematic analysis revealed that there are key trends that are beneficial to the study's purposes. The above themes are the facilitating effects of parental involvement and problems that should be addressed to increase the motivation and academic achievement of the students.

Academic Support at Home

Every student noted that parental assistance with school assignments and homework was a major factor in motivating them to learn. Parents also highlighted that they engaged in the learning process of their children every day. The teachers noted that students who had parents who constantly participated in their learning attained better results at school.

"My mother checked my homework daily and clarified to me that I didn't understand."
Student 3, 14/09/2025

"I sit down with my child at night and assist him/her with homework. It makes them more self-assured and driven."

Parent 5, 15/09/2025

"The students who have engaged parents are likely to turn in their homework on schedule and are more active at school."

Teacher 2, 16/09/2025

Emotional Encouragement

The students also said that parental support and encouragement made them more motivated and confident. Parents attested that positive reinforcement was beneficial to their children since they took learning seriously. Another thing that teachers observed was that motivated students were more engaged in the classroom.

"When my parents support me, I feel more confident and strive more to achieve good marks."

Student 7, 14/09/2025

"This makes them work harder because, according to him, they know I am interested in their studies."

Parent 2, 15/09/2025

"To students, parental involvement brings greater self-esteem and attentiveness at school."

Teacher 6, 16/09/2025

School Home Communication

Students and parents emphasized parent-teacher meetings and frequent communication. The teachers noted that students who were in touch with their parents demonstrated better knowledge about assignments and expectations at school.

"Yes, when they meet my teachers, they make me think they are serious about my education."

Student 1, 14/09/2025

"I also hold parent-teacher conferences with the teachers and in other instances through phone. It helps me to bring up my child in a more productive manner."

Parent 8, 15/09/2025

"Regular communication with parents keeps students focused and helps them to be interested in school."

Teacher 4, 16/09/2025

Barriers to Parental Involvement

The challenges that were reported by the respondents included busy work schedules, a lack of knowledge in some subjects, and cultural expectations. Stress attributed to parental expectations was also a concern for some of the students. The teachers observed that such barriers restrained the students in terms of academic growth and activity.

"Sometimes they are too critical of my marks, and this makes me a bit stressed."

Student 5, 14/09/2025

"I cannot always assist with the things I do not know, and at times work can keep me on my toes."

Parent 3, 15/09/2025

"Some parents do not have time, or they are not educated enough to do much with the kids."

Teacher 9, 16/09/2025

Difference in Classroom Behavior and Engagement.

Parental involvement was said to have a positive influence on the participation of the students, homework completion, and interest towards learning by the teachers. Students also affirmed that parental encouragement to be more active in the classroom was encouraged by their parents.

"I will be more involved and attempt to respond to questions when I am certain about the engagement of my parents."

Student 10, 14/09/2025

"It is believed that students who have parents who are involved are more disciplined and focused on learning."

Teacher 1, 16/09/2025

Summary of Findings

SNO	Themes Identified	Implications
1	Home-based academic Support	Students are provided with direct parental guidance; schools can offer guidance on how parents can assist the students at home.
2	Emotional Encouragement	Positive reinforcement increases motivation and confidence; these skills can be improved with the parental workshops.
3	School-Home Communication	Frequent communication means better accountability and achievement; promote parent-teacher conferences.
4	Barrier to Parental Involvement	Manage the barriers by providing programs that are flexible and address issues like lack of knowledge and time constraints.
5	Influence of Classroom Involvement	Classroom involvement and participation are enhanced by parental involvement; interventions can be supported.

Interpretation

This discussion proves the fact that parental involvement is significant in encouraging and engaging the students and enhancing their grades as well. Home support, emotional support, and school-home contact enhance the outcomes of learning, and constraints of busy schedules, a mismatch of knowledge, and demands of culture limit the benefits. Implementation of effective educational practices requires collaboration among the parents, teachers, and community with culturally sensitive, flexible, and accommodating

programs, taking into consideration the needs of the students and the parents.

Discussion

The parental involvement role is a significant factor in influencing the academic motivation of the learners and their learning results. Parent involvement in the learning of their children helps them to provide a good learning environment to their children that facilitates emotional and academic growth. This corroborates with the findings of Johnson (2023), who has highlighted that parental engagement is one of the

predictors of academic persistence and performance among pupils. Besides this general understanding of the significance of parental involvement, the present study examines how different forms of such involvement can affect the desire to learn among students.

Although academic help is very important to facilitate learning in students, it is also important to note the emotional aspect of parent involvement. The results of this study point to the fact that those students who should be regularly assisted in their homework, academic support, and prompted to be organized, are more likely to be motivated. The result is in line with other recent studies that found that there is a positive correlation between home-based academic support and intrinsic motivation. Nevertheless, in contrast to previous works, the current study focuses on cultural dissimilarities in the organization of learning assistance by parents as well, indicating that the influence of parental involvement will be situation-specific (Omar, 2024).

While academic support can enhance performance on the task, emotional encouragement also enhances intrinsic motivation among the students and participation. Students said that they felt more secure and appreciated when their parents demonstrated concern regarding their learning. This emotional attachment augments their self-esteem, which consequently augments their desire to participate in learning. Likewise, it was concluded by the researchers who established that parental emotional support was a very important factor in maintaining motivation among students in the long term (Simbolon et al., 2023).

Also, the home-based support the parental involvement performance is determined by the quality of communication and collaboration between the schools and the parents. Two-way communication between families and teachers establishes a collective accountability in the achievement of the student. This is in line with the past study conducted by Yang (2020), who pointed out that school-home partnerships have the potential to greatly increase student engagement. Nevertheless, even though its significance has been acknowledged, several obstacles still restrict the comprehensiveness and continuity of parental

engagement. The barriers were identified as limited time, absence of knowledge in effective involvement strategies, and socio-economic reasons. The difficulties are in line with the general literature (Coskun & Katitas, 2021), which creates attention to the same problems in other education settings.

The net impact of parental involvement on students in terms of academic behaviors and motivation is still very significant despite these impediments. The present study can be reckoned as an addition to the prevailing body of literature that confirms that proper parental engagement (academic and emotional) may result in higher learning rates among students. The study gives a broader view of factors of parental involvement as compared to some of the other past studies, which had initially focused more on the academic support, but the synergistic effect of emotional support and home-school partnership is a crucial component of the study.

All these reflections combined do not just support the importance of involving the parents but also show the schools what they can do to help the parents even more. Parental awareness, school-home communication, and addressing the socio-economic barriers can also improve the learning motivation of the students. Such results have practical implications in the area, with the teachers, policy legislators, and parents who might desire to develop effective relationships to enhance student achievement.

Recommendations

1. Create training programs to educate the parents in effective academic support and positive reinforcement.
2. Make frequent parent-teacher meetings and communication channels.
3. Give culturally knowledgeable means to bridge the gap impeding parental involvement.
4. Integrate home-based learning and educational programs in the community.
5. School workshops and materials should help support those parents with limited time and knowledge.

6. Encourage teachers to be aware of homes and levels of parental involvement among students.
7. Promote policy intervention to create parental involvement as the main element of the educational planning.

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