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## Parental Involvement and Academic Motivation in Early Years: A Quantitative Analysis

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**Abstract:** *Early Childhood Care and Education (ECCE) aims to develop a child's social, emotional, cognitive, and physical needs integrally in order to lay a strong base for everlasting learning and positive transformation of students. The objective was to find out the relationship between early-year parental involvement and academic motivation along with the impact between these two variables. The researcher also sought to find out the moderating effect of the educational level of parents on the relationship between early-year parental involvement and academic motivation. The researcher applied a quantitative methodology and the correlational data analysis reflected a strong, impactful and significant relationship. The moderating test results showed that the educational level of parents has a positive moderating effect. It is recommended that parental counselling and parental educational programs should be implemented in Pakistan so that parents can upgrade their education and enlighten their minds to nurture and support early-year pupils.*

**Key Words:** Parental Involvement, Academic Motivation, Early Childhood Care & Education, Academic Success

### Introduction

Early-year parents must support and promote the pursuit of academic motivation along with the development of a healthy personality in order to bring the youth of a nation in line with international standards of education in the era of globalization (Roy & Garcia, 2018).

### Background

Parental involvement, in any structure, leads to quantifiable increases in student's academic

accomplishments at any age and profound academic motivation is achieved when this practice is started from early years (Dixon, 1992,). The blend of the level of responsibility and dynamic support from parents is the main reason that makes young learners develop feelings of enthusiasm and ambition regarding academic success (Vandergrift & Greene, 1992).

UNESCO's scheme is built up in the Education 2030 plan and definitely targets 4.2 of Sustainable Development Goal 4 which means

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by 2030, all young girls and young boys will prospectively be prepared to excel at school with parental inclusion from the time of early years.

### Problem Statement

Karachi, being a metropolitan city in Pakistan, comprises working parents, single parents as well as less educated parents who face time constraints and lack of awareness to practice parental involvement for early-year children and consider giving it adequate significance. Students not engaged with parents for educational activities from an early age face difficulties in higher grades at school and lack academic ambitions (Tinanoff, 2019). The knowledge gap regarding the effects of different parental qualifications on parental involvement and academic motivation of early-year students will be established between the two variables via causal correlational design and a sample size of 300 respondents from early-year parents of Karachi. This is the unique element of the research and past researchers have recommended the need for research on early-year parental involvement and academic motivation in low-literacy countries like Pakistan (Ch, 2023). Parental involvement may be hampered in developing nations by demographic factors like family income, educational attainment, low qualifications, and regional customs which is a critical factors that either support or hinder children's academic success, (Ahmed et al., 2022). Increased parental involvement and the importance of the connection between school and home have been motivated by empirical studies (Elkins, 2019; Reutlinger et al. 2015; Provoast, 2020; Wood, 2019).

This research paper will be a source of awareness and reflection via quantitative causal correlational design which is needed for early-year parents to realize and comprehend the significance of parental involvement and the implications that arise due to its ignorance (Amadon et al., 2022). Past researchers have recommended that there is a need to register the issues faced by parents regarding parental involvement practices and there is a need to

establish a relationship between academic motivation and early-year parental involvement (Affuso et al., 2022). Learning deferrals can be extraordinarily diminished with the assistance of mediation from well-educated parents. Toward the early phases of kindergarten early scholastic, kids who didn't partake in early childhood education activities at home by parents fall behind their friends who have been aided for early year training by their mothers and fathers, (Kurtulmus, 2016). When a parent is highly educated or only then will they realize the significance of their involvement in student's lives from early years (Kitchens & Gormley, 2023)

### Research Objectives

- To find out the effects of parental involvement in early years on a child's academic motivation
- To find out the effects of parental education levels on early year child's academic motivation
- To find out whether parental education level moderates the relationship between parental involvement in early years and a child's academic motivation

### Research Questions

- What are the effects of parental involvement in the early years on a child's academic motivation?
- What are the effects of parental education levels on an early-year child's academic motivation?
- Does parental education level moderate the relationship between parental involvement in early years and a child's academic motivation?

### Significance of the Study

Epstein's structure of six significant kinds of parental inclusion is among the most valuable theories created by the field up to this point for characterizing parental association rehearses and connecting them with excellence in children's practical as well as academic life(Kitchens & Gormley, 2023). This broadly

acknowledged system advises teachers with creating far-reaching family school associations.

Pakistan is a developing country and currently has a 65 % literacy rate hence early year parental counselling for academic motivation, is also on the list of things that ought to be necessary in both public as well as private sector schools of Pakistan (Zubair et al., 2023). According to research conducted in Pakistan, parents are disenfranchised by the educational system because they lack the knowledge necessary to participate in their children's schools (Saleem et al., 2022).

### **Parental Involvement**

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The persistent, and energetic contribution of a parent or caregiver in the education as well as personality development of the child from early childhood refers to early childhood parental involvement (Papadakis et al., 2019). Parental involvement includes a committed noteworthy responsibility, on the part of parents towards their children's scholarly needs, holistic development and educational achievements from the time, early childhood education begins (Barger et al., 2019)

### **Academic Motivation**

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Early years' academic motivation is a student's longing, reflected in his or her attitude, diligence, and level of attentiveness regarding school subjects from early years when education has just started in the student's life (Wentzel & R, 2017). A child who is motivated to learn is more likely to succeed academically and to understand the value of education in all spheres of life, including school, work, and community (Zaccoletti et al., 2020).

### **Theoretical Framework**

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Theoretical viewpoints depict significant hypotheses connected with the parental contribution to Vygotsky's sociocultural theory. It defines parental involvement as a variety of parenting ideas and practices that parents use to aid in their kids' cognitive, emotional, and social development from early years (Sun &

Mulvaney, 2022). Parental involvement in Western societies includes both the home and the classroom. Bornstein (2015) emphasized the parental role as kids' initial coaches to aid them develop their comprehension of the social, emotional, cognitive, and physical world, highlighting Vygotsky's sociocultural theory.

### **Ecological and Dynamic Model of Transition Theory**

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This theory likewise shows the positive and negative effect of the unique relationship network framed by the kid, home, parental compassion, and scholarly motivation on a youngster's likeness towards studies and positivity for the community (Rimm-Kaufman & Pianta, 2000). There is some hypothesis that recommends that cooperation among guardians and preschool kids applies a ceaseless impact on youngsters' conduct and scholarly execution after going to higher class later in their lives (Sujarwo & Herwin, 2023).

### **Importance of Parental Involvement for Academic Motivation**

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Gordon and Browne (2000) have identified youth training as a preschool, and kindergarten, function. In the same vein, (Essa, 2005) has denoted youth schooling as a term that covers the relevant projects that help a child from birth to eight years, a learning area that trains students to work effectively in schools as they progress to higher grades. Rehman (2006) quotes Bertam & Pascal (2002) as saying that it is currently acknowledged that the first eight years of a child's life are essential for cognitive development and problem-solving skills (Barger et al., 2019). Long-term ideas and deep thought patterns are laid out at this very moment, setting the stage for the future of a child's life (Barger et al., 2019). The first years of a child's life are a great time for parents, older siblings, teachers, administrators, and caregivers to provide good values and basic foundational information that will impact a child's entire life (Obradovic et al., 2022).

### Importance of Parental Education:

Highly educated ensure children have access to a diversity of educational opportunities (Furstenberg et al., 1999). For instance, well-educated parents in the US send their kids to summer camps that focus on educational topics, science and computer classes, as well as music lessons. Additionally, if their kids start to struggle in school, they are more likely to enrol them in the best private schools and seek tutoring.

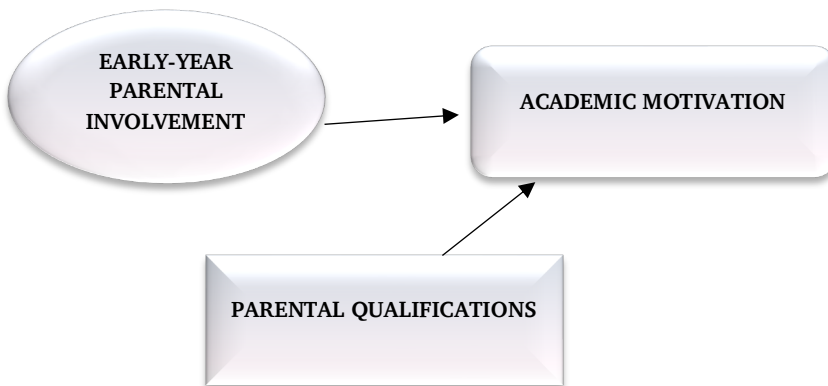
### Conceptual Framework

The independent variable is parental involvement and the dependent variable is academic motivation, leading to positive educational growth, success as well as the

healthy personality development of students who are involved with their parents in all activities from early years.

Goodall (2007) narrates that, guardians will become associated with their kids' schooling in the event that they accept it as significant and a necessary part of the achievement of their youngsters. Hence, parents' education level is the mediation variable to establish this significant relationship. Research shows that youngsters are bound to succeed scholastically and are less liable to take part in savage conduct in the event that their parents are from educated backgrounds (Bavin et al., 2021). Many guardians say, notwithstanding, that they feel unwanted or awkward in their youngsters' schools as they are not literate enough (Starr, 2009).

Figure 1



## METHODOLOGY

### Research Design

#### Quantitative Research

The nature of the research was quantitative and numerical data was collected and also analyzed with the help of SPSS. Descriptive statistics tests were employed to portray and outline the attributes of the samples for measures of dispersion. Correlational and regression test was run via SPSS for finding out the relationship as well as the impact between early years parental involvement and academic motivation along with the moderation test for

checking the moderating effect of education levels of parents. EFA test was done to exclude the factors disturbing the study and for higher reliability of scales. Exploratory factor analysis is used to condense data into a more manageable group of variables and to investigate the underlying theoretical framework of the phenomenon (Netemeyer, et al., 2003).

### Population & Research Sample

The population comprised early-year parents from Karachi. The sample size was 300 respondents. Early-year parents' population

from various levels of qualifications were asked to fill out the survey (questionnaire), and the results of the hard data obtained showed the relationship as well as impact between parental involvement and academic motivation in early years with respect to the moderating variable (education level of parents).

### **Sampling Method & Inclusion Criteria**

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Convenience sampling was implemented by the researcher. The researcher selected early-year parents randomly and conveniently from Karachi for filling out the survey. All of these early-year parents had children from 1 to 8 years and were from Karachi. These participants were selected within the convenient vicinity of the researcher.

### **Data Collection Tool & Technique**

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The data collection tool was a questionnaire and they were adapted for the parental involvement scale as well as for the academic motivation scale. The instrument for parental involvement (Appendix A) was adapted from the parental involvement rating scale (Naseema & Gafoor, 2001) and the instrument for academic motivation (Appendix B) was adapted from the Spanish Academic motivation scale (Ramos et al., 2022). 300 early-year parents from Karachi were requested to fill out the respective questionnaires. A questionnaire is a tool for research comprising questions for the need of collecting information from respondents through inferential as well as descriptive statistical study (Gillham, 2000). These scales contained mostly close-ended questions, which were also deductive in nature. Each question was scrutinized for adding clarity, validity, reliability, and succinctness to the research for achieving the quantitative analysis objectives of the research. They comprised of Likert scale multiple-choice questions that were on a 5-pointer scale. It also consisted of biographical and demographic information to be filled out by early-year parents in terms of gender, age, income, qualifications, etc. Questionnaires were administered to early-year parents physically and in Google Forms.

### **Data Analysis**

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The data obtained from the questionnaire survey was transferred into the SPSS software that determined the relationship, impact and moderation between the independent as well as dependent variables in the discussion. EFA was also performed to improve the reliability of the scales.

### **Data Reliability**

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The data of 300 respondents were checked for reliability through the Cronbach Alpha reliability test on SPSS. The reliability for the data of both questionnaires was above 0.7 which is a good range for the Cronbach alpha reliability test. It means that data is genuine, reliable and the study is being set in the right constructive direction. EFA determined the reliability of scales as they were modified by the researcher at the beginning of the study.

### **Data Validity**

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There were a number of tests done so as to ensure the validity of data and results such as EFA, regression and Pearson correlation test to find out the relationship as well moderating variable test. Descriptive statistics test found out the measures of dispersion which reflected normally distributed data and the authenticity of the data. Furthermore, the questionnaires for both scales were validated by an expert.

### **Data Recording and Transcription**

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Questionnaires were administered to parents physically and via Google Forms. The hard data obtained from the respondents were analyzed and interpreted through SPSS inferential statistics test run.

### **Ethical Considerations**

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The respondents were in no way pressurized or burdened to fill out the questionnaires. Moreover, their personal information in terms of demographics was kept private and confidential under all circumstances as privacy is the right of every individual. There was no pressure on any participant for data collection

and the participants by their free will, contributed to the research and could also resign from the participation at any time. All information remained preserved on the specialist's secret word-secured PC with a secret word known distinctly to the researcher.

### Covid-19 SOP Management

All relevant measures for adherence to Covid-19 measures were strictly taken into account ensuring the safety of all respondents at all times. Furthermore, it was planned that in case of lockdown due to the high rise in Covid-19/Omicron cases, the questionnaire will be sent to the respondents via Google Forms to prevent transmission of similar infections

### Quantitative Data

Data was collected from 300 early-year parents based in Karachi through Google form links shared by the researcher online. There were two scales namely academic motivation and parental involvement.

An exploratory factor analysis (EFA) was conducted as EFA can be a step in getting to

know the primary study data, for example, to determine whether any questionnaire questions from the primary study should be eliminated before starting the analysis. The factors disturbing the study were excluded so that the relationship between early-year parental involvement and academic motivation can be known with the highest accuracy alongside the impact that parental involvement has on academic motivation. The researcher also checked for the moderation effect of the education level of early-year parents on the discussed variables via running a moderator variable test on SPSS. Descriptive statistics tests have been employed to portray and outline the attributes of the samples for the measures of dispersion.

### Reliability Test

The reliability test of Cronbach's Alpha was conducted from both scales and it was 0.92 which is a good level of reliability and highly acceptable for internal consistency (Pallant, 2001).

**Table 1**

*Reliability Statistics*

Cronbach's Alpha	N of Items
.922	32

### EFA Results

An EFA (exploratory factor analysis) was performed using principal component analysis and the varimax rotation. Bartlett's is shown as significant and all the communalities were

above 0.500 ( $P < 0.05$ ). Communalities between 0.25 and 0.4 have been suggested as acceptable cutoff values, with ideal communalities being 0.7 or above (Hair et al., 2014).

**Table 2**

*KMO and Bartlett's Test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.790
	Approx. Chi-Square	4099.645
Bartlett's Test of Sphericity	df	91
	Sig.	.000

**Table 3**

*Communalities*

	Initial	Extraction
reading most of the times	1.000	.597
read when not schoolwork	1.000	.799
read to learn imp things	1.000	.762
happy child for teacher praise by reading	1.000	.856
writing most of the times	1.000	.763
write when not school work	1.000	.915
I believe parental involvement from the time of early years is essential	1.000	.968
I am able to help my child with their homework /assignments	1.000	.931
Early-year parents should upgrade their education for the academic motivation of children	1.000	.842
I attend parent/teacher conferences at my child’s playschool	1.000	.800
I visit my child’s classroom	1.000	.615
I always volunteer in my child’s classroom parent-based activities	1.000	.929
situations that might hinder parental involvement	1.000	.474
Without my time, attention, and care my child cannot progress	1.000	.441

Extraction Method: Principal Component Analysis.

**Correlation Test for Relationship between Academic Motivation & Parental Involvement**

**Table 4**

*Correlations*

		AM	PI
AM	Pearson Correlation	1	.601**
	Sig. (2-tailed)		.000
	N	300	300
PI	Pearson Correlation	.601**	1
	Sig. (2-tailed)	.000	
	N	300	300

AM; Academic Motivation; PI; Parental Involvement

The Correlation test is proved to be significant with a positive strong correlation of  $r = 0.6$ , which is statistically significant and suggests

that early years' parental involvement has a strong effect on academic motivation, but there are other important determinants as well.

**Regression Test for the Impact of Early Year’s Parental Involvement on Academic Motivation**

**Table 4**

*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.601 <sup>a</sup>	.461	.439	.91405

a. Predictors: (Constant), PI

**Table 5**

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	140.783	1	140.783	168.503	.000 <sup>b</sup>
	Residual	248.977	298	.835		
	Total	389.760	299			

a. Dependent Variable: AM

b. Predictors: (Constant), PI

The R-value is .6, which is an indicator of a strong positive linear relationship with a steady linear rule. There is somewhat of an impact between both variables under discussion. R-square shows the total variation for the dependent variable that could be explained by the independent variables. In this case, the value is .046 and  $p > 0.05$  so the impact results

are significant although R square is moderate but, reliable.

F-ratio represents an improvement in the prediction of the variable by fitting the model after considering the inaccuracy present in the model. There is a rule of thumb that, a value is greater than 2.5 for rejecting the null hypothesis (Riffenburgh, 2012)

### Education Level of Early Year Parents as Moderating Variable

**Table 6**

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.769 <sup>a</sup>	.591	.587	.73372

a. Predictors: (Constant), IN, EDUL, PI

**Table 7**ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	230.408	3	76.803	142.663	.000 <sup>b</sup>
	Residual	159.352	296	.538		
	Total	389.760	299			

a. Dependent Variable: AM; Academic Motivation

b. Predictors: (Constant), IN ; Interaction, EDUL ; Moderating Variable, PI ; Parental Involvement

**Table 8**Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.790	.520		5.363	.000
	PI	.907	.198	.685	4.577	.000
	EDUL	-1.456	.224	-.896	-6.513	.000
	IN	.164	.075	.541	2.183	.030

a. Dependent Variable: AM; Academic Motivation



The third variable, referred to as the moderator variable (EDUL), is tested to see if it has any moderating influence between parental involvement (PI) and academic motivation (AM). As seen in the above table, the R square indicates that the independent variable accounts for approximately 59 per cent of the variation in the dependent variable. The one-way ANOVA examines the group means to determine whether any of them differ from one another statistically significantly. The one-way ANOVA in this instance exhibits significance (Sig. = 0.001). ;  $P > 0.05$ .

## Descriptive Statistics

**Table 9**

*Descriptive Statistics*

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
AM	300	1.00	5.00	2.9400	1.14173
PI	300	1.00	4.60	2.8433	.86241
Valid N (listwise)	300				

*PI; Parental Involvement & AM; Academic Motivation*

The most common way to measure dispersion is with the standard deviation. The standard deviation value reveals how closely a data set's values are clustered around the mean. Typically, a lower standard deviation value for a data set means that the values are distributed over a relatively narrower range around the mean. The values of a data set are instead spread over a relatively larger range around the mean when the standard deviation for that data set is larger (Mann, 2012). We can infer that the data are trustworthy and grouped around the mean based on the standard deviations of 1.14 (Academic Motivation) and 0.86 (Parental Involvement), which are moderately low and closer to 1 indicating higher reliability and normally distributed data.

## Conclusion

From the results of EFA where the significance level is 0.0 ( $p < 0.05$ ) from the Barlett test the researcher inferred that, the results of EFA are significant with an adequacy level of 0.79 from the KMO test reflecting that there is a good level of correlation in the data. The correlation

The interaction term (INT) has a P-value of 0.03, as can be seen. We can assume that the moderator variable Educational Level has an impact on the relationship between independent parental involvement and the dependent variable academic motivation because the P-value is less than 0.05. Additionally, the moderation coefficient is positive 0.164, suggesting that as the moderating variable, Education Level, increases from 0 to 1, so does the effect of parental involvement on academic motivation.

test of Pearson's shows a positively strong relationship between early-year parental involvement and academic motivation with  $r$  at 0.6. The correlation was considered significant as the  $p$ -value was less than 0.05. The researcher found that parental involvement is a strong determinant but, it is not the only major determinant that affects the academic motivation of young children. Other elements such as school environment, teacher support, teacher training, student appraisal, etc. could be involved as well for the academic motivation of young learners and must be explored in further research also stated by Otani (2020). The test of regression shows a positive impact of early-year parental involvement on academic motivation. Another interesting finding shows that the education level of parents in early years has a positive moderating effect on the relationship between early-year parental involvement and academic motivation. Thus the researcher established that better-educated parent really knows about the importance of their involvement in children's lives from early years which leads to academic motivation and

eventually academic success when they grow up and this theory is also supported by (Buchmann et al., 2021). Based on the study's data it is also found that early-year parents out of which 44 % were only qualified till Matric or O levels and didn't have higher qualifications. The data showed that only 16 % per cent parents had MS-level qualifications. Approximately 27 % of the parents believed that their qualifications are not sufficient to help children with school work and only 27% of parents strongly believed that they need to upgrade their qualifications for the academic welfare of their children. It implies that the lag in education among parents is a serious concern for the future of Pakistani children. The literacy rate is low in Pakistan due to the fact that not many parents are literate enough to realize the significance of education in life and direct their children to academic motivation.

## Discussion

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### Preamble

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The major objectives of this research were to find out the relationship between parental involvement and academic motivation along with the impact of parental involvement on academic motivation through quantitative data analysis of 300 respondents. Another examination done by the researcher included finding out the moderating effect of parents' educational level on the variables under discussion from the 300 early-year parents of Karachi. This was a quantitative study and deductive in nature which increased the overall conformability, objectivity, reliability as well as credibility of the research.

### Summary

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The researcher found the most relevant factors of the study from both scales of academic motivation as well as parental involvement. The data was collected from early-year parents of Karachi and the correlation test reflected that the two variables are strongly and positively connected with a significant relationship by the 0.6 r value from the

correlation test and  $p > 0.05$ . Furthermore, the regression test applied shows that early-year academic motivation is positively impacted by parental involvement with R square at 0.46 and regression results was significant again as  $P > 0.05$ . The Barlett test and regression results showed a significance level of 0 thus rejecting both null hypotheses ( $p < 0.05$ ) and the researcher reached the theory that early-year parental involvement and academic motivation are correlated variables but there may be other determinants as well for motivating young learners such as teaching methodologies, leadership styles, teacher creativity etc. The researcher found out that, early year parents can make a significant contribution to kids' ability to learn, write, read and solve Math problems.

The researcher also conducted the moderating variable test to find out the moderation effects of the education level of parents on the impact and association between early-year parental involvement and academic motivation. The test showed significant results for the moderating variable  $p > 0.05$  and a positive coefficient value of 0.164. It implies that education level has a positive impact on parental involvement and academic motivation of early-year students. Improved education among parents helps them become good leaders at home and makes them adaptable to the changing system of education with respect to technology and humanistic curriculums and this viewpoint is also supported by Englund et al. (2004). The parent-child relationship is enhanced by the parents' active involvement, which also fosters friendship and trust between the two from their early years. The best activities for enhancing a child's learning, include problem-solving abilities, and interpersonal connections such as reading, playing games, and solving puzzles at home from the time children are toddlers and study of (Wahi, 2022) is also in favour of this idea.

## Discussion

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The opportunities for future development and enhancements in a child's behaviour, morale, personality development, academic success,

behaviour, and social adjustments are forever successful when parents are interested in their child's learning process from the time they are born (Centre for Child Well-Being, 2010). Students are encouraged to perform better through ECE because it aids in enhancing conversation and close interaction between kids and their parents. When parents have a clear understanding of their children's emotional, social, and cognitive developmental needs at home and at school they are more considerate and ready to respond.

It is analyzed from the findings that a particular type of education (or lack thereof) leads to certain occupations, which in turn provide a certain level of income, parental education, class, and income. These factors have correlated effects (Erola et al., 2016). Highly educated parents earning well, usually admit their children to prestigious preschools with a quality education from the time they are toddlers. They realize the importance of early-year schooling and also interact with the teachers and administration regarding the welfare of their children. On the other hand parents from low education levels cannot get good jobs and so because their earnings are less they either try to skip early year education due to lack of funds or do not realize its due importance due to lack of literacy. The study shows that the percentage of males completing the survey was approximately 52% males and the highest level of qualification recorded was Matric/O levels at approximately 44%. Hence we may infer that they need to upgrade their education levels to be able to afford good schools for their children and also have the vision of positive parental involvement from the time of early years. The study conducted also reflects a positive moderation effect of education levels on the relationship between early-year parental involvement and academic motivation. Erola et al. (2016) support the finding of the study stating that the greatest independent influence on children's occupational success is parental education.

When parents are well-educated, they consistently feel competent and effective, which makes them happy all the time. This

helps them pass it on to the young children by bringing about positive changes in their attitudes. Children are generally impacted by their home environment in more ways than one might think. Parents who are well-educated will make an effort to foster a happy and productive environment at home. When raised in a positive environment, children from early years exhibit better social skills like empathy, sharing, and helping others. Negative behaviours like hyperactivity, delinquency, and aggression are less likely to occur in them (Shao et al., 2022). The generational divide is a problem in every home, but when the parents are educated, the children also find it simple to communicate and discuss their ideas. Parents who have more education are more receptive to adjusting and acquiring new parenting skills to benefit their children. Nearly 80 per cent of a child's brain is developed by the age of seven years (Yulianti et al., 2020) and the active participation of early-year parents in school activities, learning, frequent communication with teachers, and partnership with the school leaders will help them raise the leaders of tomorrow. Early childhood education (ECE) researchers have discovered that parent involvement improves student outcomes in the long run (Badri et al., 2014).

### **Delimitations of the Study**

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The research was carried out in Karachi from 300 early-year parents who filled out the questionnaires for academic motivation and parental involvement via a quantitative methodology.

### **Limitations of the Study**

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This study would have profited from the keen and more profound enthusiasm for rich and detailed data without any bias with thematic analysis but due to the scarcity of time, the researcher could not include qualitative analysis in the study. The researcher could not go to the rural areas of Pakistan due to political instability and so was limited to Karachi.

## Conclusion

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The study supports the notion that parents play a crucial role in teaching their children the moral principles and life skills necessary for academic motivation leading to future success from the time of early years. The relationship and impact between the two variables under discussion were found to be significant. The correlation coefficient of 0.6 is considered strongly positive because academic motivation and parental involvement cannot be measured as they are determinants of human behaviour (Hull, 2014). The findings of this study also suggest there may be many other determinants as well which need further investigation such as acceptance of diversity, teacher training, school environment etc. It was found by the researcher that the education level of parents has a positive moderating effect on the association of early-year parental involvement and academic motivation. In order to increase parental involvement, it is crucial to educate parents about the crucial role they play in their children's lives and notice the results of their own involvement. Parents can thus upgrade their own educational levels, take constructive counselling sessions for better parenting and increase their knowledge as well as adaptability to the changing world and what the new generation needs in order to excel in their practical lives. Parents with higher levels of education have influence over how well their kids do in school from the time early year school starts. The claim by Khan et al. (2015) that highly educated parents typically show interest and concern for their children's academic performance or achievements as well as their participation in the emotional support and holistic development of children has been well supported in this study. Educational outcomes are very persistent across generations. The lack of education in parents is frequently a significant contributor to the slowing of intergenerational mobility (Unesco, 2022).

## Areas for Further Research

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Future research should be conducted in other cities as well as rural areas of Pakistan with

different types of populations, mixed methodology and much larger sample size for confirmatory factor analysis (CFA). Moreover, further research should be done on the importance of parental involvement training programs to be initiated in Pakistan and how they can create a positive impact in children's life from early years. Another area of research could be regarding the factors leading to low self-esteem in young learners in Pakistan and the other determinants of academic motivation for early-year students.

## Recommendations

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- Parents must be provided adequate awareness of the importance of early childhood education and how it impacts future learning years and the academic success of an individual.
- Parents should be invited to early-year school activities as well as meetings, frequently and unofficially so as to find out the strengths and weaknesses of their children
- Media must portray the benefits of the partnership model of teachers and parents, for students' success and its importance for academic motivation from the time of early years for young learners.
- Pieces of training should be provided to parents with children of all age groups so that they can become positive leaders at home and bring out the best in their children.
- Institutions must introduce and implement parental counselling practices for parents of all age groups so as to improve the parenting styles of parents for children from preschool to the university level.
- Parental counselling sessions are to be given free of cost at public sector schools for the improvement of grades, behaviour, and academic motivation in children.
- Government must provide pieces of training and awareness sessions for

parents in rural areas, in Pakistan to be involved in their children's lives and education from early years for better levels of academic motivation and positive personality development.

- Education ministers of Pakistan must monitor home environments and school environments. Teacher trainings and other determinants of academic motivation lead to academic achievement in all parts of Pakistan.
- Government must introduce subsidized educational degree programs, as well as free educational degree programs for early-year parents so that they may upgrade their education with ease and affordability.
- Government must introduce home education programs for young parents so

that they can be educated within their own homes about the importance of academic motivation from early years.

- Diversity among young students must be respected so that students believe in themselves and can be academically motivated at home and even in schools.
- Teachers and academic leaders must provide support to parents in every way for the growth of parental education as well as the academic motivation of young learners from the grass root level.

Government must aid the private sector to evolve the parental counselling department at a larger scale by providing funds and other forms of financial support leading to sustainable development and an increased literacy rate for Pakistan in the coming years.

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