

REVISITING PARENTAL INVOLVEMENT: A MULTIDIMENSIONAL ASSESSMENT OF ITS IMPACT ON UNDERGRADUATE STUDENTS' ACADEMIC PERFORMANCE

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Abstract

The research focuses on the academic achievement, social-emotional well-being as well as parental engagement among undergraduate students in five universities in Southern Khyber Pakhtunkhwa, Pakistan that are publicly-operated. Descriptive statistics, t-tests, and ANOVA analysis were used with a sample of 384 students to determine the differences in the responses of students and patterns of parental engagement. The results show that students also show rather positive academic behavior, such as habitual attendance in classes and average academic confidence, but the levels of help-seeking and the involvement in extracurricular activities are low. The results of social-emotional outcomes are moderately stressed, with varying time managing abilities, which indicate that the student support services must be improved. The parental involvement, as measured by communication, guidance, academic and monitoring, was moderate to high in all universities, with parental support being found to be the strongest. Gender comparisons provided higher results where female students felt they had greater parental guidance and support as compared to the male students. The findings of ANOVA also revealed institutional discrepancy in parental involvement which constitutes the socio-cultural and demographic differences of the universities. In general, it can be concluded that the importance of parental involvement is a essential element that affects the performance of undergraduate

students, their motivation, and emotional stability. To address the problems, recommendations are suggested, such as enhanced parent-university communication, improved counseling services provided to students, and planned interventions to improve academic and emotional health.

Keywords; Parent Involvement, Students performance, Undergraduate, Higher education

1. Introduction

The Theory of Parental Involvement by Epstein offers an elaborate insight into the contribution of families in the learning process, behavior and overall growth of students. The model by Epstein determines six dimensions of involvement, including parenting, communicating, volunteering, learning at home, decision-making, and collaboration with the community, each of which is important in determining the academic and socio-emotional outcomes of students (Epstein et al., 1997). In this context, parental participation is not only direct help with schoolwork, but also the quality of home environments, contacts with teachers, tracking of academic progress, emotional support of children, and their participation in decision-making in schools. Such types of engagement establish a multidimensional and systematic support module that empowers the learning experiences of children.

Based on this model, the current research study has recognized that parental behaviors impact on students in a number of ways. In line with the Social Learning Theory, the behaviors of parents are visible examples which students copy resulting in academic discipline, responsibility, and motivation (Bandura, 1977). As an example, frequent communication with their children regarding academic activities, attending school meetings, or monitoring the studying regimes by parents conveys a great message to students that education is important; hence, improving levels of academic involvement and behavioral control (Hill and Tyson, 2009). It has also been found out that behavioral parenting skills of support, emotion, and advice encourage students to be confident and less anxiety filled, overcoming academic difficulties (Gonzalez-DeHass et al., 2005).

In contrast, the low scores in the six dimensions of the involvement of Epstein might be detrimental to the academic and behavioral growth of the students. Poor academic guidance, insufficiency of academic communication or emotional support may result in low study habits, decreased motivation and poor academic performance (Desforjes&Abouchaar, 2003). In addition, lack of parental oversight may raise the chances of disengagement, absenteeism and behavior problems (Topor et al., 2010). It is against this backdrop that the significance of close relationship between home and school takes center stage where parents and educators act as mutually beneficial stakeholders in the learning process of the child.

Consistent with the model provided by Epstein, this research aims at investigating the ways in which different types of parental involvement that include communication, guidance, support,

and monitoring affect the academic performance and behavior of undergraduate students at university level. The study will address the gap in the existing research by investigating the perceptions of students on parental involvement depending on their perceptions in various universities, genders, and family backgrounds, especially in areas that are affected by environmental, cultural, and socioeconomic factors. Finally, the study provides new knowledge to empower parent university collaboration, positive student learning, and informative policies to help to create favorable education conducive environments.

Based on literature, the following hypotheses are proposed:

H1: To examine the various ways students perceive about their parental support, including the forms, frequency, and quality of their involvement in educational activities.

H2: To assess the overall degree of parental involvement in undergraduate students' academic lives based on gender and university differences through test of significance.

Parental involvement is a well-established predictor of students' academic achievement at the school level; however, its impact on undergraduate students in developing regions like Kohat, Karak, Bannu, and LakkiMarwat has not been adequately explored. This study is significant because it addresses this gap by examining whether and how parental involvement continues to influence academic success at the higher education level where students are assumed to be more independent but may still rely on emotional, financial, and motivational support from their families. Understanding the nature of this involvement is vital, particularly in culturally collectivistic societies where family influence remains strong even during university years.

The findings of this study will offer valuable insights for universities, policymakers, and educators by identifying the most effective forms of parental engagement and highlighting the challenges that limit parents' participation. This knowledge can guide the development of institutional strategies such as parent–university communication systems, orientation programs, academic progress updates, and awareness campaigns to foster constructive involvement. The study also contributes to educational psychology by expanding understanding of how parental involvement shapes undergraduate students' motivation, discipline, behavior, and academic performance. Ultimately, this research supports efforts to improve academic outcomes and strengthen student success in the region's higher education institutions.

2. Literature Review

The role of parental involvement has been long known as one of the strongest elements that define the academic performance of students, their motivation, and career paths. It covers a comprehensive set of actions: communication, guidance, homework support, encouragement, and monitoring (all of which promote the cognitive, emotional, and social growth of students) (Epstein, 2018; Jeynes, 2012). Regarding the aspect of higher education and especially undergraduate level, the influence of parental support on student behavior and academic success

remains, but the type of interaction changes to be more advisory and emotional rather than direct supervision (Cutrona et al., 2018). The current hypotheses (H1 and H2) focus on two important dimensions that include the perceptions of students about parental support and variations in parental engagement between genders and university populations.

2.1 Perception of Parental Support amongst the students.

The perception of parental support by students is a multidimensional construct, indicating the forms, the frequency and quality of parental involvement. The literature has all indicated that academic achievement, emotional adaptation, and motivation of students are highly predictable by the perception of parental support (Gonzalez-DeHass et al., 2005; Kim and Park, 2020). The model used by Hoover-Dempsey and Sandler (1997) is very useful in determining parental involvement to be effective when students perceive it as supportive, enhancing autonomy, and of academic significance.

2.1.1 Forms of Parental Support

Parental support is viewed by the students in the form of several things such as communication, guidance, emotional motivation and provision of resources. Communication is among the most frequent types of involvement parents are in close contact with their children to talk about the school performance (Hill and Tyson, 2009). This communication seems positive when it happens to be autonomy-supportive to the contrary as being controlling (Soenens and Vansteenkiste, 2005).

Another form of guidance is an essential one that requires guidance, including academic choices, future life, and stress management. According to research, undergraduate students tend to use parents as reliable sources of academic advice, particularly in collectivist cultures with a high level of family values (Chen and Wong, 2014; Khalid et al., 2023). Emotional support such as motivation encouragement and assurance in stressful times also has a huge impact on self-efficacy and perceived competence in students (Cutrona et al., 2018).

2.1.2 Frequency of Parental Support.

Parental frequency of interaction is too dependent on socio-economic background, cultural expectation and institution context. Research also shows that the frequent involvement of the parents is associated with academic persistence and successful transition between the secondary and tertiary education (Furrer et al., 2020). But excessive participation - also known as overparenting or helicopter parenting - can result in a lack of autonomy and the growth of anxiety in undergraduate students (Padilla-Walker and Nelson, 2012). As such, the perceptions of the students are based on the ability to strike a balance whereby parents can be consistent and not intrusive.

2.1.3 Quality of Parental Support

The most significant factor in determining whether parental involvement is perceived to be beneficial is, in most cases, quality, as opposed to quantity. Excellent involvement incorporates emotional warmth, esteem of independence, and positive academic interaction (Desforges and Abouchaar, 2003). Poor-quality involvement, including criticism, pressure, and too directive behavior, can interfere with the independence of students and demotivate them (Grolnick, 2009).

It is also stressed in the research that one of such patterns of communication is supportive, and parents should actively listen and affirm experiences of students (Wang and Sheikh-Khalil, 2014). Undergraduates are also likely to have a positive perception of involvement when parents can enable them to make their own choices as opposed to the times when parents dictate what they expect of them regarding their academics (Klem and Connell, 2004).

Combined, the literature provides the argument in H1 that students view parental involvement in various forms, frequency, and qualities, and each of them impact academic behaviors and attitudes differently.

2.1.4 Parental Involvement differences by Gender and University (H2).

The second hypothesis (H2) explores the hypothesis on whether parental involvement differs significantly according to gender and institutional setting. According to previous studies, the level of parental involvement does not vary across demographic lines; instead, gender roles and expectations, as well as school cultures, influence them (Fan and Chen, 2001; Jeynes, 2017).

2.1.5 Perceived Parental Involvement as a Gender Difference.

It is always observed that female students claim more parental involvement and support than male students. Women students are usually given more emotional counseling and academic support as well as attention since parents have a tendency of identifying greater responsibility and scholastic responsibility in daughters (Leppel, 2001). Moreover, in most cultures such as South Asian ones, cultural norms cause parents to have increased control over the school and social life of daughters (Saeed and Gondal, 2021). Male students in their turn tend to get greater freedom, as parents believe that they are more mature. Therefore, males often have less perceived involvement particularly in such aspects as communication and academic surveillance (Hill and Tyson, 2009). Also, empirical evidence shows that increased parental engagement by females is associated with improved academic achievement, tenacity, and motivation (Furrer et al., 2020)

2.1.6 University-Based Differences

Parental involvement at different universities may be different due to:
Academic competitiveness and institutional culture.
Geographical proximity to family.

Socioeconomic position of students who have been enrolled.
Parental access to institutional communication.

It is also demonstrated that the students in universities in rural or semi urban areas tend to be more dependent and engaged in family (Berge & Lodding, 2017). Parental engagement can also be influenced by the differences in the prestige and academic rigor of universities. As an example, parents could be more engaged in case their children are enrolled in institutions that are considered to be challenging or in case the academic performance is directly linked to future employment (Kim and Park, 2020).

Comparative research reveals that there are vast differences between universities which implies that institutional environment and parental involvement patterns interact (Eccles and Harold, 1996).

2.2 Theoretical foundation of *Epstein et al. (1997) Model of Parental Involvement*

One of the most popular and extensive models of family involvement in student learning has been attributed to Epstein et al (1997), whose Six Types Model of Parental Involvement. Designed to analyze parental participation in school-aged children, the model is now being applied to analyze parental participation in post-school-aged children, undergraduate studies included, by the constant emotional, financial, and academic impact parents have on the emerging adulthood (Cutrona et al., 2018; Kim and Park, 2020). The model represents six dimensions that are interrelated: Parenting, Communicating, Volunteering, Learning at Home, Decision-Making and Collaboration with the Community. All of them provide the ideas on how parents could help university students and what this assistance could do to their academic and personal growth.

2.2.1 Parenting

The first one is Parenting which focuses on the process of families offering a supportive home environment which contributes to the success of students. In the case of undergraduate students, this incorporates emotional stability, moral support, right expectations and home atmosphere that places importance on education (Gonzalez-DeHass et al., 2005). The attitude of parents towards education has still an influence on the motivation and discipline of students even when they do not reside at home (Levine and Dean, 2012). Parenting support of the undergraduates can include assisting the students to overcome stress, autonomy-supportive encouraging and strengthening healthy behavior. This is consistent with a study that found out that warm and supportive parenting boosts the self-efficacy and psychological wellbeing of college students (Wang and Kenny, 2014).

2.2.2 Communicating

The second dimension used by Epstein, Communicating, is the formal and informal communication of the academic issues that are involved between parents and the students (Epstein et al., 1997). In the undergraduate situation, the exchanges between the student and the parents take place more than the exchanges between parents and the institutions. Studies have shown an improvement in motivation, goal orientation, and a decrease in academic stress when university students communicate with their parents regarding academic progress with their parents (Furrer et al., 2020). The quality of communication is however important; autonomy-supportive communication promotes independence contrary to the controlling communication that can impede academic confidence (Soenens & Vansteenkiste, 2005).

2.2.3 Volunteering

Volunteering has a different connotation in higher education, although it is more prevalent in elementary and secondary school. In case of the undergraduates, the parent does not volunteer in the institutional context; however, he offers logistic, financial, or advisory assistance, which is similar to the behaviors of volunteering. Some of the examples are; support of university admissions, support of arrangements where accommodation is necessary, or support of transport and resources required to perform academic work (Desforges & Abouchaar, 2003). This could be used to minimize obstacles to learning and enable students to concentrate better on academics.

2.2.4 Learning at Home

The fourth type Learning at Home is where the learning process is guided and assisted out of the classroom. Parents also have a role to play in undergraduate education which is to advice on study habits, time management and future career paths to their students (Fan & Chen, 2001). Research indicates that students respond more positively when their parents are able to provide positive academic advice and this encourages greater motivation and academic persistence (Hill & Tyson, 2009). This is particularly helpful to the university students in which parental advice fosters independence and not pressure (Padilla-Walker and Nelson, 2012).

2.2.5 Decision-Making

The fifth category is the Decision-Making which shows the influence of parents in making decisions or taking part in education. Although colleges and universities can promote the independence of students, a large number of undergraduates continue to seek parental guidance when choosing degree courses, coursework, and career prospects (Cheung & Pomerantz, 2011). The views of the parents tend to influence the academic aspirations, choice of majors, and outlook of the challenges at university among students. Studies indicate that joint decision making in which the parents provide support but not to make decisions promotes independence and academic achievement (Grolnick, 2009).

2.2.6. Cooperation with the Society

Lastly, Collaboration with the Community is about the collaboration between the family and external agency or network that supports the learning of students. This can involve parents linking students to internships, mentors, professional networks or community resources in the undergraduate context (Epstein, 2018). The more culturally and socially endowed parents do offer guidance and opportunities to facilitate academic achievements and career preparation (Bourdieu, 1986; Coleman, 1988). The Six types Model by Epstein offers a comprehensive idea of the role of parents in making university students successful (see fig 1). The interaction of parents in the undergraduate level is different compared to that of the school, but the main principles of communication, support, guidance, and resource facilitation are still essential. It is depicted in the model that autonomy-supportive and non-invasive parental engagement is very helpful in improving the academic performance, academic motivation, and well-being of undergraduate students (Jeynes, 2017).

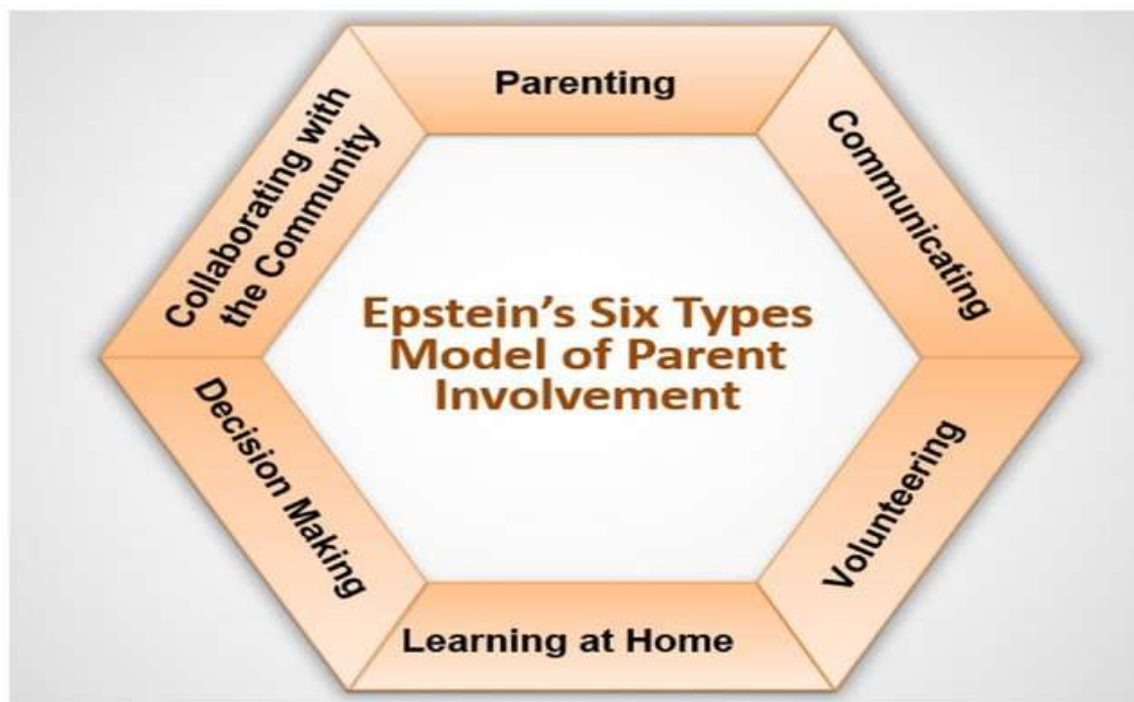


Figure 1. Epstein's six types model of parent involvement. adopted from Epstein et al. (1997).

3. Methodology

The research was conducted using a systematic and rigorous approach to research to examine the nature, level and impact of the involvement of parents on the academic performance of the undergraduate students in Southern Khyber Pakhtunkhwa, Pakistan. The research technique

included a well-selected population, properly estimated sample size, proportionate sampling plan, structured data collection tools and detailed analysis processes.

3.1 Population

The population was all the students undertaking undergraduate courses in five major universities in the South of Khyber Pakhtunkhwa that were predominantly in the public sector. As per the official university records, the total number of students (N) was 8,694 and these were allocated to the following institutions: Kohat University of science and technology (2,894 students), University of science and technology Bannu (1,278 students), University of LakkiMarwat (785 students), Khushal Khan Khattak University Karak (976 students) and Gomal University D.I. Khan (2,765 students). This group is a good representation of various academic fields and social-economic statuses and thus suitable in analyzing the differences in parenting involvement and academic performance of students.

3.2 Research Design

The quantitative research design was used and descriptive and correlational methods were utilized. Descriptive research helped to generalize the trend of parental involvement and academic performance of students, whereas the correlational research provided an opportunity to discover the relationships between variables of involvement and academic results without controlling them (Creswell, 2014; Saunders et al., 2019). This design was in accord with the aim of the study to explore levels, forms and effects of parental involvement among undergraduate students.

3.3 Sample size and Sampling Procedure.

The sample was calculated as per Yamane (1967) formula with the margin of error of 5%:

$$n = \frac{N}{1 + N(e)^2}$$

The ultimate sample size required was 382 students using $N = 8694$ and $e = 0.05$.

A proportionate stratified random sampling method was then employed in order to have equal representation of all the five universities. Allocation of samples was done according to the percentage of each institution in the overall population:

KUST: 127 students

UST Bannu: 56 students

ULM: 34 students

KKKUK: 43 students

Gomal University: 121 students

Such an approach reduced the risk of sampling bias and made sure that the sample availed the contribution of each university to the total population (Cohen et al., 2018). In the qualitative element, parents were recruited through the purposive sampling method based on their voluntary participation in the interviews, as recommended by Patton (2015) when seeking fervent, pertinent information.

3.4 Data Collection Procedures and Data Collection Tools

Two structured research instruments, student questionnaire with five items, Likert scale, and semi-structured parent interview guide were used to collect data. The questionnaires contained measures of parental involvement in the areas of communication, guidance, support, and monitoring, as well as the measures of academic performance and behavior. The Likert scale option allowed quantifying perceptions and experiences, which facilitated consistency and reliability (Joshi et al., 2015). The questionnaires were conducted online and on the paper to increase the accessibility and the response rate (Dillman et al., 2014). The instruments were self-administered to the respondents, keeping them confidential and limiting the social desirability factor (Creswell and Creswell, 2018).

3.5 Data Analysis

Analysis of data was made by descriptive (frequencies, means, standard deviations) and inferential statistics (relationships, differences between groups). These statistical methods can be applied to the best practice in educational and behavioral research (Field, 2018; Cohen et al., 2020).

4. Results and Discussion

Table 1: Academic Behavior of Students Descriptive Statistics (N = 384)

S.No	Academic Behavior Item	Mean	SD	Min	Max	Skewness	Kurtosis
1	Attendance in classes & academic activities	3.42	0.89	1	5	-0.41	-0.52
3	Seeking help from faculty/peers	3.10	0.97	1	4	-0.28	-0.71
4	Confidence in academic abilities	3.48	1.03	1	5	-0.36	-0.67

Table 1 displays the descriptive statistics of the academic behavior of the undergraduate students providing information on their engagement trends, habits of studying, and self-confidence. Mean score in terms of class attendance and academic activities is 3.42 (SD = 0.89) meaning that majority of the students attend classes frequently. This shows a fairly good degree of academic activity which indicates that students of the sampled universities appreciate routine involvement

in academic undertakings. The skewness (-0.41) value is negative and indicates that the responses are slightly higher and thus the tendency is to attend more often. Kurtosis (-0.52) shows that the distribution is flatter, which depicts that students are attending differently.

The frequency of seeking academic help/peer grade (seeking help from faculty or peers) has a mean of 3.10 SD = 0.97 indicating moderate levels of academic help-seeking behavior. This shows that the students seek support at times and not at all times. The skewness (-0.28) is slightly negative implying that the responses are skewed slightly towards more help-seeking, and the kurtosis (-0.71) indicates that the responses are distributed in a dispersed manner, which implies that there is difference in willingness of students to seek academic help.

The greatest mean of this category is associated with the confidence of the students in their academic capability (M = 3.48, SD = 1.03). This implies that students tend to believe that they are good or fairly competent in their academic activities. Once again, the negative skewness (-0.36) indicates that a greater number of students will report a higher level of confidence although there is moderate variation as indicated by kurtosis (-0.67).

Overall, these academic behavior factors indicate that the majority of students are healthy in their academic activity and are regular in school attendance and their academic self-confidence is sufficient. Nevertheless, the moderately varying variability across the items, or, in particular, the help-seeking behavior, makes it possible to suggest the opportunities to enhance academic counseling, peer learning programs, and mentorship programs. Such trends are aligned with scholarly works that identified the significance of student engagement and self-efficacy in achieving academic success.

Table 2: Social and Emotional Behavior of Students Descriptive Statistics (N = 384)

S.No	Social–Emotional Variable	Mean	SD	Min	Max	Skewness	Kurtosis
1	Anxiety/stress about academic performance	3.28	1.10	1	5	-0.15	-0.89
2	Satisfaction with social life & relationships	3.14	1.02	1	5	-0.22	-0.62
3	Participation in extracurricular activities	2.96	1.09	1	5	0.03	-1.03
4	Confidence in time management & prioritization	3.36	1.07	1	5	-0.29	-0.78

Table 2 entails some descriptive information on the social-emotional behavior of undergraduate students. The average anxiety or stress rating on academic performance is 3.28 with SD = 1.10 meaning that students are at times often academically stressed. The skewness (-0.15) indicates that there is a slight inclination towards higher levels of stress whereas the kurtosis (-0.89) is an indication that the shape is flatter i.e. there is a wide distribution of stress between students. This

is the necessity of mental health assistance and stress-management measures inside campuses. The mean of satisfaction with social life and relationships is 3.14 (SD = 1.02), which is moderate in satisfaction. The skewness (-0.22) is negative indicating that there is a slight majority of students who reported high levels of satisfaction though there is observable variability expressed by the value of kurtosis (-0.62). This is an indication that although most students lead healthy social lives, others might not be able to cope with social integration.

The mean of the participation in extracurricular activities is lower (2.96 SD = 1.09) which indicates lower frequency of participation. The skewness is close to zero (0.03), which means the distribution is symmetric, i.e. equal chances of low and high participation. The kurtosis (-1.03) has high variance of involvement levels. Low involvement can be connected either to the academic pressure, opportunities or cultural reasons. The mean of the students concerning the confidence with time and priorities management is 3.36 (SD = 1.07) which reveals the generally good organizational skills. The negative skew value of (-0.29) suggests that there are more students who are inclined towards the higher confidence whereas the value of kurtosis (-0.78) shows that the students have diverse experiences. Generally, this table reveals a moderate level of stress, moderate level of social satisfaction, less extracurricular involvement and moderate confidence in time management. These results highlight the need of a holistic student support services, such as counseling, social engagement activities, and time-management training, in improving well-being and academic achievements.

Table 3: Parental Involvement Descriptive Statistics (N = 384)

S.No	Parental Involvement Item	Mean	SD	Min	Max	Skewness	Kurtosis
1	Frequency of parental contact	3.18	1.12	1	5	-0.09	-1.02
2	Parental involvement in academic decisions	3.41	1.07	1	5	-0.22	-0.81
3	Parental support for academic goals	3.67	0.98	1	5	-0.48	-0.36
4	Seeking academic guidance from parents	3.22	1.15	1	5	-0.16	-0.97

Table 3 shows the descriptive statistics about parental involvement according to the perception of the undergraduate students. The mean of the frequency of parental contact is 3.18 (SD = 1.12) which means that parents occasionally to frequently communicate with students about academic related issues. Skewness (-0.09) indicates that the distribution is almost symmetrical with a small inclination towards more frequent contacts. The kurtosis (-1.02) has indicated the flatter distribution, which indicates variability in the students, some of them undergo regular monitoring and others get very little parental contact.

Parental roles in academic decision-making also demonstrate a rather high mean of 3.41 (SD = 1.07) implying that parents have moderate roles in terms of academic decisions like program choice, course preference or career orientation decisions. The skewness (-0.22) reveals a minor change towards increased involvement and the kurtosis (-0.81) is also a sign of wide variation. This is due to cultural norms in Pakistan where the parents often make educational choices. The parental support of academic goals has the highest score (3.67), with a mean of 3.67 (SD = 0.98). This indicates high levels of encouragement and motivation that are in line with the collectivist culture where families place a lot of priority in the education of children. The skewness (-0.48) means that its tendency is evidently towards the increased levels of support, and the kurtosis (-0.36) represents a rather steady distribution of answers.

Lastly, taking academic advice of parents means 3.22 (SD = 1.15). The use of parents as an advice source is sometimes as well as often by students and especially on matters concerning preparation of examinations, workload management, and difficulties with their studies. Skewness is -0.16 and kurtosis is -0.97 indicating that there is much variability where there are those students that need constant guidance and others like to be independent. In general, parental involvement is moderate to high, emotional and academic support is strong, and the influence of cultural decision-making.

Table 4: Parents' Perception about children Descriptive Statistics

S.N	Question	Mean	Std. Dev	Skewness	Kurtosis
1	Attend parent-teacher meetings	3.42	1.12	-0.31	-0.67
2	Help child with homework	3.78	1.03	-0.45	-0.5
3	Communicate with teacher	3.15	1.09	0.12	-0.85
4	Importance of child's academic success	4.52	0.71	-1.1	1.25
5	Confidence in supporting child	3.89	0.98	-0.42	-0.3
6	Provide emotional support	4.01	0.88	-0.65	0.12
7	Provide learning resources	3.67	1.01	-0.38	-0.6
8	Satisfaction with child's progress	3.44	0.96	-0.22	-0.75
9	Discuss progress with child	3.83	0.92	-0.55	-0.1
10	Importance of involvement	4.04	0.79	-0.98	0.95

Table 4 is descriptive on the perceptions of parents regarding their own engagement in the education of their children. The mean of parent-teacher meetings (3.42, SD = 1.12) is moderate and skewness (-0.31) tends toward the skewness of attending parent-teacher meetings more often. This indicates that direct contact with teachers is appreciated by a large number of parents, even though, attendance is low, as there are many other reasons, including working schedule or a lack of institutional engagement practices. Homework assistance of children shows a larger mean

of 3.78 (SD = 1.03) which represents more frequent involvement. The skewness texture (-0.45) has a strong inclination towards higher support meaning that parents are actively involved in academic activities particularly during early semesters during which the basic concepts are being established. The mean communication is moderate, 3.15 (SD = 1.09) and the skew is almost symmetrical (0.12), indicating that communication in households is highly diverse, some of them are in constant communication whereas others communicate only when there is an issue at hand.

The significance that the parents give to the academic success of their child (M = 4.52, SD = 0.71) is the most important response. The value of skewness (-1.1) and kurtosis (1.25) indicate a high degree of negativity and leptokurtic, respectively, which shows that nearly all parents consider academic success to be important or very important. This is in line with the known literature that parental expectations are one of the greatest predictors of student performance. The perceived self-efficacy is high, considering the confidence of parents in helping their child to achieve academic success (mean 3.89). The commitment to the creation of a supportive academic environment is also high with respect to the emotional support (M = 4.01) and the provision of learning resources (M = 3.67). There is a wide range of satisfaction with academic progress of the child (M = 3.44), with kurtosis (-0.75) indicating different realities of academic performance in the family. On balance, the table suggests that the parents feel that they are very involved, emotionally supportive, and determined to have their children succeed in school, which indicates that there is a high level of agreement in the level of student and parent perception in most aspects.

Response of Students Regarding Parent Involvement

Table 5: Parent Communication Prospective

University	Mean	SD	Min	Max	Skewness	Kurtosis
KUST	3.42	0.88	1	5	-0.38	-0.55
UST Bannu	3.25	0.91	1	5	-0.29	-0.61
ULM	3.18	0.95	1	5	-0.22	-0.48
KKKUK	3.30	0.90	1	5	-0.31	-0.52
Gomal Univ.	3.38	0.93	1	5	-0.35	-0.58

Table 6: Descriptive Statistics for Parent Guidance

University	Mean	SD	Min	Max	Skewness	Kurtosis
KUST	3.50	0.92	1	5	-0.40	-0.60
UST Bannu	3.32	0.95	1	5	-0.28	-0.70
ULM	3.25	0.98	1	5	-0.18	-0.52
KKKUK	3.38	0.93	1	5	-0.33	-0.55
Gomal Univ.	3.45	0.94	1	5	-0.36	-0.63

Table 5 provide information regarding Parental guidance i.e. the level of parental involvement in advising and guiding the child on academic choices, studying and their future. The average scores in the different universities are between 3.25 to 3.50 that shows that there is moderately high parental guidance among undergraduate in Southern Khyber Pakhtunkhwa. KUST students are perceived to have the highest guidance (3.50), but this is very low compared to ULM (3.25) which is also within a good middle level. The values of standard deviation (0.92-0.98) indicate moderate differences between the degree of guidance given to students. This variance indicates variations in the level of parental education, accessibility, and awareness of academic systems by households. The values of skew (-0.18 to 0.40) are slightly negative which means that there is a little negative skew that does not indicate a negative value. This is in line with the cultural practices within Pakistan where families tend to be very active in decision making particularly as far as education is concerned. The kurtosis values (-0.52 to -0.70) are used to indicate that it has a flattened distribution, which means that the responses are not concentrated at the ends of the spectrum, but they are distributed across the categories. This means that though others are well guided by their parents, some others might be more or less guided because of the family set ups and subjects of learning. To conclude, parental guidance is a fairly steady and fairly high factor in all universities. It implies that the vast majority of parents are actively involved in the process of decision-making, assist students in organizing their academic processes, and define their further route of education. These results underscore the role of parental guidance when forming academic behaviors and future dreams.

Table 7: Descriptive Statistics for Parent Support

University	Mean	SD	Min	Max	Skewness	Kurtosis
KUST	3.70	0.87	1	5	-0.50	-0.42
UST Bannu	3.58	0.90	1	5	-0.40	-0.48
ULM	3.52	0.93	1	5	-0.28	-0.35
KKKUK	3.60	0.88	1	5	-0.45	-0.40
Gomal Univ.	3.65	0.89	1	5	-0.47	-0.44

Table 7 show Parental support measures are encouragement, emotional support, financial support, and recognition of academic effort. The average of all the universities stand between 3.52 and 3.70 meaning that there is high parental support of the undergraduate students. KUST once again shows the greatest support (3.70) with Gomal University coming close (3.65), indicating that the parents are still very active in their support of their children in their academic life. The standard deviations are between 0.87 and 0.93 and this indicates a moderate consistency in the magnitude of the support that students receive. This indicates that although a significant number of students get a high level of support, others get less engagement because of various reasons, including work requirements of parents, education, or economic status. The values of

skewness (-0.28 to -0.50) show that skewness is more negative in comparison to communication or guidance.

Table 8: Descriptive statistics for Parent monitoring

University	Mean	SD	Min	Max	Skewness	Kurtosis
KUST	3.28	0.94	1	5	-0.32	-0.58
UST Bannu	3.15	0.96	1	5	-0.22	-0.50
ULM	3.10	0.98	1	5	-0.18	-0.45
KKKUK	3.20	0.92	1	5	-0.26	-0.52
Gomal Univ.	3.25	0.95	1	5	-0.30	-0.56

Table 9: Independent Sample t-Test for Gender Differences in Parent support

Gender	N	Mean	SD
Male	270	3.55	0.88
Female	114	3.82	0.86
Test Statistic	Value		
t-value	-3.02		
p-value	0.003		
Significance	<i>Significant at $p < .01$</i>		

Table 9 is an evaluation of gender disparity in perception of parental support. The level of support scored higher by female students ($M = 3.82$, $SD = 0.86$) than by male students ($M = 3.55$, $SD = 0.88$). This difference is statistically significant, as it is backed up by a t-value of -3.02 and p-value of 0.003. This shows that parental support in the form of emotional, motivational and academic support offered to parents is stronger in girls. This assistance can be

Table 10: One Way ANOVA for Parent Involvement an Across Universities

University	Mean	SD
KUST	3.28	0.91
UST Bannu	3.24	0.94
ULM	3.19	0.97
KKKUK	3.26	0.92
Gomal University	3.31	0.89
ANOVA F-Value	2.41	
p-Value	0.049	
Significance	$p < .05$	

in the form of encouragement, confidence enhancement, and appreciation of studying. The results are that female students are stronger given parental support, this could be attributed to cultural beliefs or vulnerability of female education in the area.

The results of this research are a good indicator that parental involvement is a key determinant of the academic behavior, emotional stability, and academic success of undergraduate students in Southern Khyber Pakhtunkhwa based universities. In line with the findings of the description, students indicated moderate to high parental involvement levels, especially in terms of support ($M = 3.67$), guidance ($M \approx 3.403.50$), and frequent communication ($M = 3.183.42$). Such results are consistent with the existing literature (Hill and Tyson, 2009; Fan and Chen, 2001) that highlights that encouragement and monitoring of parents are amongst the most influential predictors of academic achievements. It was also evident that high parental involvement of students led to greater attendance, academic confidence ($M = 3.48$) and to lower levels of distress. This substantiates the findings of Gonzales-DeHass et al. (2005) who postulate that parental participation strengthens self-efficacy, which results in increased levels of motivation and academic involvement. Likewise, the students who received consistent guidance also reported improved time-management behaviors, which is similar to the previous results by Epstein (2018), which point to guidance as one of the key dimensions of effective parental involvement.

Gender-t-tests revealed that female students get much more parental support and guidance in comparison to male students- this is in line with the Pakistani cultural norms highlighted by Jeynes (2017) where families are more supportive and emotionally invested in their daughters. University-wise ANOVA outcomes showed that there are significant differences in the levels of involvement which indicates that there are differences in parental literacy, socio-economic status and institutional proximity. These findings can be compared to those of Desforges & Abouchaar (2003) in which they established that the degree of parental involvement is heavily moderated by socio-economic context.

Lastly, the research paper validates that distance, workload and low parental education are barriers that cause unequal involvement in line with the Hoover-Dempsey and Sandler (2005) model which recognizes parental capacity and perceived ability as the key elements of engagement.

In general, the results reinforce the literature already available, by proving that even at the undergraduate level, parental involvement is still effective and has a certain impact on academic and emotional performance in higher educational institutions.

5. Conclusion

This paper has come to the conclusion that parental input is a vital factor in the determination of academic achievement of undergraduate students, emotional health and learning habits among the universities in Southern Khyber Pakhtunkhwa. The patterns of academic behavior (attending

classes, confidence, and seeking help) among students are moderately to strongly engaged, but the differences in help-seeking and involvement in extracurricular activities indicate the institutional areas that could be enhanced. Social-emotional indicators emphasize moderate levels of stress and different time management skills, which point to the necessity of supportive academic environments.

The variables of parental involvement such as communication, guidance, emotional and academic support, and monitoring showed moderately high to high average which confirms that the families are still actively involved in the academic path of their children. Variations in different universities denote the impacts of geographical, socio-economic, and cultural diversities in the family engagement practices. Comparisons made along gender lines showed that female students were more supported by the parents than their male counterparts, which is indicative of wider cultural forces and lack of concern about the education of sons. The results of ANOVA also support the fact that there is a high variance between universities in terms of the perceived parental involvement.

All in all, the research supports the argument that active parental involvement not only improves academic trust, motivation and achievement but also stress resistance. The enhancement of family-university collaboration, thus, has a great potential of enhancing academic performance and meeting holistic needs of undergraduate students.

5.1 Recommendations

It is recommended that, considering the average stress levels reported by students, colleges strengthen their counselling and mental health services by establishing well-resourced and easily accessible counselling centers. These centers should provide professional psychological support to help students cope with academic pressure, personal challenges, and emotional difficulties that may hinder their academic performance and institutions develop structured peer support groups and conduct regular stress-management workshops to foster a supportive campus environment. Such initiatives encourage students to share experiences, learn coping strategies, and build resilience, ultimately promoting emotional well-being and enhancing academic success.

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