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**Relationship Among Parental Involvement, Children's Well-Being and Academic Achievement
at Secondary School Level in Lahore, Pakistan**

Hera Zain

PhD Scholar (Education) Division of Education University of Education, Township Campus,
Lahore

Email: herazain1998@gmail.com

Hafiz Mehboob Alim

PhD Scholar (Education) Division of Education University of Education, Township Campus,
Lahore

Email: alimmehboob16@gmail.com

Sadaf Hameed

PhD Scholar (Education) Division of Education University of Education, Township Campus,
Lahore

Email: sadafhameed68@gmail.com

ABSTRACT

This study examines the relationship among parental involvement, children's good, and academic achievement among secondary school students in Lahore, Pakistan. Guided by a positivist paradigm, a quantitative research design was employed using an adapted version of the Global School- Based Student Health Survey. A sample of five hundred tenth- grade students was selected through simple random sampling from both public and private secondary schools. The instrument included demographic variables and particulars measuring parental involvement and wellbeing. Descriptive statistics and Spearman's rank- order correlation analyses were conducted using SPSS. Results indicated a largely significant positive relationship between parental involvement and children's wellbeing, a significant negative association between parental involvement and academic achievement, and a non-significant relationship between good and academic achievement. The findings emphasize the critical part of parental engagement in shaping children's psychological good, while suggesting that academic performance may be told by fresh external and contextual factors. Implications for parents, schools, and policymakers highlight the need for cooperative strategies to enhance children's holistic development. Future research should explore wider geographical surrounds, include schoolteacher perspectives, and incorporate mixed- method approaches to gain deeper perceptivity into the dynamics between parental involvement and students' issues.

Keywords: Parental involvement, wellbeing, mental health, academic achievement, secondary education.

INTRODUCTION

Parents are the primary educators of their children and play a necessary part in shaping their social, emotional, and academic development. From early childhood to nonage, parental guidance influences children's attitudes, motivation, and learning actions. Generally, broad study has demonstrated that parental involvement serves as a foundation of children's educational

success, impacting both cognitive issues and emotional good. Parental engagement encompasses different forms of involvements, including support in schoolwork, communication with preceptors, and stimulant in co-curricular and decision-making conditioning. Similarly, involvement is essential not only for improving academic performance but also for fostering scholars' holistic good.

Well-being itself is a multidimensional construct encompassing psychological, emotional, and physical dimensions of natural functioning. Internal and physical good are interrelated, where internal health enterprises similar as anxiety or depression can directly affect one's physical health, and vice versa. Within the environment of training, children's good includes their sense of belonging, self-regard, emotional regulation, and physical vitality all of which are crucial for optimal literacy issues. Parental engagement in this domain involves offering emotional support, guidance, and healthy life modeling, which inclusively nurture a child's adaptability and self-regulation.

In Pakistan, especially at the secondary school level (Grades 9 – 10), parental involvement becomes indeed more critical. These times mark a decisive stage in a student's educational line, impacting future opportunities for advanced education and career prospects. The secondary position is a transitional phase where parental prospects and academic pressures frequently strengthen. Active parental involvement, similar as covering academic progress, helping with decision-making, and offering provocation, helps adolescents manage academic and social challenges. Also, parental engagement promotes self-efficacy and self-regulated literacy actions among adolescents, both of which contribute positively to academic growth.

The current study is thus designed to examine the connections among parental involvement, children's good (including mental and physical dimensions), and academic achievement at the secondary academy position in Lahore. It aims to contribute to the growing body of literature by providing quantitative evidence from a South Asian environment and by emphasizing the dual significance of academic and emotional development. The study also seeks to inform preceptors, parents, and policymakers about strategies to promote balanced parental involvement that enhances both good and academic issues among secondary academy scholars.

In the Pakistani educational system, still, there are limited empirical studies exploring the commerce among parental involvement, children's well-being, and academic achievement, particularly in civic settings similar as Lahore. Former studies have largely concentrated on academic performance as a single development variable without addressing how good mediates or interacts with parental engagement. Given the adding academic pressure and internal health enterprises among adolescents, understanding these interconnections is vital.

Parental involvement is a multidimensional concept that refers to parents' active engagement in their children's education and experimental experiences. It encompasses conditioning similar as helping with schoolwork, maintaining communication with preceptors, sharing in academy events, and fostering an academically supporting home surroundings. Multitudinous studies have set up that parental involvement enhances children's provocation, tone-regard, and overall academic success (Goodall et al., 2007). Parents play a necessary part in guiding moral and social development, giving the foundation for responsible citizenship and emotional maturity (García et al., 2020).

Involvement of parents isn't limited to academic backing but extends to supplying emotional support and modeling positive actions. Durisic (2017) and Liu (2020) highlight that parental involvement significantly contributes to scholars' sense of capability, confidence, and connectedness within the academy setting. Research has shown that secondary academy

scholars whose parents are actively involved demonstrate advanced educational aspirations, stronger social adaptation, and greater academic motivation (Liu et al., 2020).

Parental engagement can take various forms. Strandbu (2019) categorizes it into three primary scope participation, availability, and responsibility. Participation refers to parents' involvement in home- or academy- based conditioning similar as helping with assignments or attending academy meetings. Accessibility denotes parents' clearness to give guidance or emotional support, while responsibility entails fulfilling scores related to the child's academic and particular development (Strandbu et al., 2019). Also, Froiland and Worrell (2017) and Pomerantz (2017) emphasize that effective parental engagement requires both emotional availability and behavioral involvement to foster academic success (Pomerantz et al., 2017).

According to Xu, further demonstrated that parents influence self- regulated literacy (SRL) through modeling, encouragement, facilitation, and price systems. Similar practices help children internalize motivation, develop continuity, and cultivate problem- working skills. Accordingly, parental involvement indirectly predicts academic performance through (Xu et al., 2010).

Children's wellbeing is often shaped by the quality and consistency of parental relationships. Psychological wellbeing involves positive emotional states, social competence, and a sense of purpose, while physical wellbeing relates to health, activity levels, and lifestyle habits (Rodríguez et al., 2020). The World Health Organization (2011) defines wellbeing as the ability to realize one's potential, manage life's challenges, and contribute productively to society (WHO, 2011).

Seligman's (2011) **PERMA model**—comprising Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment—serves as a conceptual framework for understanding wellbeing. According to Hill (2020) and Kern (2015), nurturing these components enhances individual flourishing. Parents influence their children's wellbeing by providing emotional security, fostering meaningful relationships, and supporting their sense of achievement (Seligman et al., 2011).

Parental involvement in mental wellbeing includes offering empathy, encouragement, and effective communication to address emotional challenges such as anxiety, depression, or stress (Khan, 2022). Involvement in physical wellbeing, on the other hand, includes monitoring nutrition, promoting physical activity, and ensuring balanced sleep patterns (Marie, 2018). Ferguson (2014) emphasizes that parents who reinforce healthy routines contribute to the physical and cognitive growth of their children, ultimately supporting academic readiness. (Iqbal, 2020).

Academic achievement is a key indicator of student success and reflects the extent to which educational goals are met. Lateef (2020) defines academic performance as the measurable outcomes of learning reflected in exam scores or grades (Lateef, 2020). Empirical research consistently links active parental involvement to improved academic results (Durisic et al., 2017). Cheung and Pomerantz (2012) found that adolescents whose parents maintained open communication and realistic expectations exhibited higher motivation and self-regulated learning, leading to better academic performance (Cheung et al., 2012).

However, excessive or controlling parental involvement can have adverse effects, including heightened stress and reduced autonomy among students. Henderson and Berla (1994) argue that supportive and balanced parental involvement—rather than over-involvement—is most effective in enhancing learning outcomes (Henderson et al., 1994).

Epstein's theoretical framework remains one of the most influential models for understanding parental engagement in education. The model identifies six types of involvement:

1. Parenting – developing home environments conducive to learning;
2. Communicating – fostering effective two-way communication between home and school;

3. Volunteering – encouraging parents to contribute time and skills;
4. Learning at Home – involving parents in homework and academic activities;
5. Decision-Making – engaging parents in school governance; and
6. Collaborating with the Community – integrating external resources to support children's learning (Epstein, 1995).

Henderson and Berla (1994) further assert that socio-economic status is less predictive of academic success than the degree of parental engagement. Active collaboration between home and school, thus, remains the cornerstone of effective educational development (Henderson et al., 1994).

The reviewed literature demonstrates that parental involvement positively influences both good and academic achievement, though the strength and nature of these relationships vary across cultural and contextual settings. While global research generally supports a positive correlation between parental involvement and academic success, some studies punctuate that excessive pressure from parents can negatively impact students' motivation and psychological health. In Pakistan, many studies have explored these interrelations at the secondary academy position, leaving a gap that this study seeks to fill. predicated in Epstein's (1995) parental involvement proposition and Seligman's (2011) PERMA model of good, the present research investigates how these dimensions interact to impact student issues in Lahore's secondary schools.

Although parental involvement is widely agreed as an essential factor supporting children's literacy and development, Pakistani schools frequently face challenges in fostering meaningful parent – school collaboration. Multiple parents are moreover minimally involved or engaged in ways that may unintentionally place pressure on children, affecting their emotional good. Also, academic performance is frequently prioritized over internal and physical good, performing in potential stress and advancement among students.

Despite the significance of these issues, research examining the connected relationship among parental involvement, well-being, and academic achievement at the secondary academy position in Lahore remains insufficient. Most being studies concentrate on early training or borrow qualitative designs that don't quantify these connections. Thus, there's a pressing need to empirically investigate whether parental involvement enhances or hinders scholars' good and academic performance, and how these variables interact within the socio educational environment of Lahore.

The purpose of this study is to examine the relationship among parental involvement, children's wellbeing, and academic achievement at the secondary school level in Lahore. Specifically, it explores whether parental engagement contributes appreciatively to students' wellbeing and academic performance and whether student wellbeing is meaningfully associated with academic issues.

The present study holds substantial significance for multiple stakeholders within the educational geography of Pakistan, particularly for parents, teachers, school administrators, and policymakers. It contributes to both theoretical understanding and practical operation by clarifying how parental involvement influences not only students' academic performance but also their overall good — an area frequently neglected in traditional academic exchange.

First, the study adds to the theoretical body of knowledge on parental engagement by integrating Epstein's (1995) model of parental involvement with Seligman's (2011) PERMA model of good. This integration provides a multidimensional frame that connects emotional, behavioral, and academic disciplines, thereby offering a holistic understanding of how different aspects of parental behavior shape adolescents' development. It also extends being Western literature into

a South Asian environment, perfecting the global converse with culturally grounded substantiation from Pakistan.

Alternate, the research carries vital practical implications. By revealing a strong positive relationship between parental involvement and children's wellbeing but a weaker or indeed negative link with academic achievement — the findings emphasize the need for balance in parental engagement. Parents can use these insights to adopt autonomy-supportive actions, fostering a nurturing home environment that prioritizes emotional stability alongside academic progress. Schools can also design parent- training programs to guide families on effective involvement strategies that encourage natural motivation rather than pressure- driven achievement.

Third, at a policy level, this study provides empirical evidence to support the addition of good-concentrated frameworks within Pakistan's educational system. Policymakers and educational authorities can use these results to design interventions that encourage collaboration between schools and families, promote mental health education, and establish guidelines for parental involvement that are culturally applicable and developmentally applicable.

Finally, for future researchers, the study identifies gaps in understanding the constructive mechanisms linking good and academic success. It serves as a foundation for ensuing mixed-method or longitudinal investigations across diverse socio-economic and regional surrounds.

In summary, this study's significance lies in its multidimensional contribution — advancing theory, informing parental practice, guiding institutional reform, and shaping educational policy to create an ecosystem that values both academic excellence and student wellbeing.

RESEARCH OBJECTIVES

The research objectives were to:

1. Determine the relationship between parental involvement and children's wellbeing.
2. Examine the association between parental involvement and children's academic achievement.
3. Assess the relationship between children's wellbeing and their academic achievement.

RESEARCH QUESTIONS

1. What is the relationship between parental involvement and children's wellbeing?
2. What is the relationship between parental involvement and children's academic achievement?
3. What is the relationship between children's wellbeing and their academic achievement?

METHODOLOGY

This study was based in the positivist research paradigm, which emphasizes objectivity, measurement, and empirical verification of connections among variables. The positivist approach is suitable for this investigation because it seeks to identify statistically significant relationships among parental involvement, children's wellbeing, and academic achievement through quantifiable evidence rather than individualized interpretation. As Creswell (2018) notes, quantitative paradigms ease the discovery of generalizable patterns through numerical data and statistical analysis.

A correlational quantitative design was employed to explore the direction and strength of associations among the three crucial variables — parental involvement, children's wellbeing, and academic achievement. The correlational approach enables researchers to examine naturally being connections without manipulating the variables (Cohen et al., 2018). This design was supposed applicable for determining whether changes in one construct (e.g., parental involvement) correspond to changes in others (e.g., good and academic performance) among secondary academy students in Lahore.

POPULATION AND SAMPLE

The population of the study comprised all 10th- grade students enrolled in public and private secondary schools in Lahore, Pakistan, during the 2022 academic year. This population was took because students at this position experience heightened academic expectations and parental monitoring, which make them ideal subjects for examining parental involvement and good dynamics.

A sample of 500 students was drawn from the target population using a simple random sampling technique. This approach assured equal representation of both manly and female students and minimized selection bias. Schools were chosen from varied executive zones of Lahore to assure diversity in socio-economic and institutional backgrounds. Among the responders, roughly 57 were male and 43 were female. The sample included both public (41.8) and private (58.2) school students, reflecting a balanced distribution across the two education sectors.

RESEARCH INSTRUMENTATION

A structured questionnaire modified from the Global School-Based Student Health Survey (GSHS, 2021) was used to gather data. The questionnaire was divided into two primary sections:

1. **Demographic Information:** Included variables such as age, gender, school type, parental education, and occupation.
2. **Core Variables:** Items measuring parental involvement, children's wellbeing (mental and physical dimensions), and academic achievement.

A five-point Likert scale, with 1 representing "strongly disagree" and 5 representing "strongly agree," was used to measure each concept. Students' official exam scores from the prior academic year were used to operationalize the academic success variable.

Parental Involvement: Measured through items assessing parents' involvement in academic activities, communication with teachers, and supervision of homework, emotional support, and encouragement of co-curricular engagement.

Children's Wellbeing: Measured through indicators of **mental wellbeing** (e.g., stress management, emotional balance, motivation) and **physical wellbeing** (e.g., diet, physical activity, sleep routines).

Academic Achievement: Measured using the students' **SSC results** converted into grade categories (A, B, C, or below).

Pilot testing assisted in improving the instrument, and expert assessment guaranteed content validity. Acceptable internal consistency was shown by reliability coefficients.

DATA COLLECTION

Following institutional clearance, school administrators provided official authority to gather data from students. The researcher individually visited each selected school to distribute the surveys. Students were informed of the study's goal and given specific instructions on how to respond. Participation was voluntary, and respondents were informed that their replies would be kept anonymous and used only for academic purposes. The data collecting procedure took around four weeks. This study completely followed the ethical research criteria established by the American Psychological Association (APA, 2020). The following ethical measures were observed:

- a. **Informed Consent:** Participants were informed about the purpose, confidentiality, and voluntary nature of their participation.
- b. **Confidentiality:** No identifying information was collected, and all data were securely stored.
- c. **Right to Withdraw:** Participants had the right to withdraw from the study at any stage without penalty.
- d. **Data Protection:** Responses were coded and analyzed anonymously to protect participants' privacy.

DATA ANALYSIS

The collected data were coded and analyzed using **SPSS version 25**. Descriptive and inferential statistics were used to summarize and interpret the results.

a. Descriptive Statistics:

- i. Frequencies and percentages were used for demographic data (gender, school type, grades).
- ii. Mean and standard deviation values summarized responses for each scale.

b. Inferential Statistics:

- i. **Spearman's rank-order correlation (ρ)** was applied to assess relationships among variables, as the data violated normality assumptions.
- ii. Correlation coefficients (r) indicated the direction and strength of relationships between:
 - Parental Involvement and Children's Wellbeing
 - Parental Involvement and Academic Achievement
 - Children's Wellbeing and Academic Achievement

c. Significance Level:

- i. Statistical significance was established at **$p < 0.05$** .

FINDINGS, DISCUSSION, IMPLICATIONS, AND RECOMMENDATION

Descriptive findings showed that 57% of respondents were male and 43% were female. Private-school students made up 58.2% of the sample, with 80.8% engaged in scientific disciplines. Academic results revealed that 47% earned an A, 26.4% a B, and 26.6% a C or worse.

Table 1

Descriptive statistics for the demographic characteristics of students

	Frequency	Percentage
Age		
Less than 13 years	1	.2
14-15 years	111	22.2
16-17 years	382	76.4
18 years or above	6	1.2
Gender		
Female	215	43.0
Male	285	57.0
Institutions		
Public	209	41.8
Private	291	58.2
Subject Area		
Science	404	81.0
Arts	95	19.0
Academic Achievement		
A grade	235	47.0
B grade	132	26.4
C or lower grade	133	26.6

Correlational findings

Parental Involvement and Children's Wellbeing: A highly significant positive correlation was found ($r = .574$, $p < .000$), indicating that greater parental engagement is associated with better student wellbeing.

Table 2

Correlation Analysis between Parental Involvement and Children's Well-Being

<i>Correlations</i>			
<i>Spearman's rho</i>		<i>Parental Involvement</i>	<i>Well-being</i>
<i>Parental Involvement</i>	Correlation coefficient	1.000	.574**
	Sig.(2 _tailed)		.000
	N	500	500
<i>Well-being</i>	Correlation coefficient	.574**	1.000
	Sig.(2 _tailed)	.000	
	N	500	500

** . Correlation is significant at the 0.01 level (2-tailed).

Parental Involvement and Academic Achievement: A significant negative correlation emerged ($r = -.130$, $p < .004$), suggesting that higher involvement did not translate into improved academic performance and may reflect parental pressure.

Table 3

Correlation Analysis between Parental Involvement and Academic Achievement

<i>Correlations</i>			
<i>Spearman's rho</i>		<i>Parental Involvement</i>	<i>Academic Achievement</i>
<i>Parental Involvement</i>	Correlation coefficient	1.000	-.130**
	Sig.(2 _tailed)		.004
	N	500	500
<i>Academic Achievement</i>	Correlation coefficient	-.130**	1.000
	Sig.(2 _tailed)	.004	
	N	500	500

** . Correlation is significant at the 0.01 level (2-tailed).

Wellbeing and Academic Achievement: A weak, non-significant negative relationship was observed ($r = -.050$, $p < .268$), indicating that wellbeing and academic outcomes were not directly associated.

Table 4*Correlation Analysis between Well-Being and Academic Achievement*

<i>Correlations</i>			
<i>Spearman's rho</i>		<i>Well-Being</i>	<i>Academic Achievement</i>
Well-Being	Correlation Coefficient	1.000	-.050
	Sig. (2-tailed)	.	.268
	N	500	500
Academic Achievement	Correlation Coefficient	-.050	1.000
	Sig. (2-tailed)	.268	.
	N	500	500

**. Correlation is significant at the 0.01 level (2-tailed).

The correlational quantitative technique was chosen because it is consistent with the study's goal of determining statistical relationships among parental involvement, well-being, and academic accomplishment. Unlike experimental approaches that change variables, correlational methods preserve natural educational environments and allow for generalization over larger populations (Cohen et al., 2018). The use of standardized instruments, random sampling, and statistical analysis improves the reliability, validity, and generalizability of results in the context of Lahore's secondary school system.

Discussion

The strong positive association between parental involvement and children's wellbeing aligns with extensive international research emphasizing the importance of familial support in promoting adolescents' emotional health (Durisic et al., 2017; García, 2018). According to Seligman's (2011) PERMA model, relationships are a critical component of wellbeing; consequently, emotionally supportive parenting improves children's resilience, motivation, and positive feeling.

Khan (2022) confirmed similar findings, demonstrating that parental involvement in Pakistani schools considerably decreases adolescents' stress and anxiety levels. Parents who maintain open communication and encouragement assist their children cope with academic problems and develop a feeling of community. Rodríguez (2020) discovered that emotional warmth and parental attentiveness predict better life satisfaction and lower behavioral difficulties in school-aged children.

In the current study, adolescents who reported higher levels of parental engagement had stronger indicators of mental and physical well-being. This shows that parents who are involved in their children's education and extracurricular activities not only encourage academic dedication, but also contribute to a healthy psychological condition. Thus, in accordance with Epstein's (1995) concept, the home-school connection is critical to holistic student development. Contrary to popular belief, the study found a negative link between parental involvement and academic attainment. This conclusion, while statistically significant, warrants careful interpretation. It is likely that parents become more involved when their children are failing academically, which might explain the opposite association. Cheung and Pomerantz (2012) revealed similar findings, stating that parental involvement driven by academic concerns might occasionally have negative consequences if viewed as pressure or meddling (Cheung et al., 2012). In Pakistan, where academic accomplishment is highly prized, some parents may impose severe expectations or excessive monitoring, thereby increasing children's stress levels (Murtaza, 2019).

This is consistent with Henderson and Berla's (1994) results, which stressed that the quality of parental interaction, not the frequency, affects its impact. Supportive, autonomy-promoting participation boosts intrinsic motivation, but controlling actions might reduce it.

The cultural factor is also important. In collectivist countries such as Pakistan, parental authority and expectations frequently trump student autonomy, resulting in compliance-based learning rather than self-directed involvement. As a result, even well-intentioned parental involvement may provide limited academic benefits unless accompanied by emotional support and promotion of independence.

The weak and non-significant association between well-being and academic success contradicts other Western research that relate emotional wellness to improved learning outcomes. In Pakistan, academic achievement is heavily influenced by examination-based evaluations, which may not completely reflect the cognitive advantages of wellness. The emphasis on rote learning, high-stakes testing, and social expectations may obscure the potential impact of wellbeing on quantitative academic performance (Christian, 2020). However, well-being remains a necessary prerequisite for long-term learning engagement and personal development. Students with greater levels of well-being are more likely to display persistence, emotional regulation, and classroom involvement, all of which may have an indirect long-term impact on accomplishment. The lack of a clear association in this study shows that educational institutions should widen their definitions of success to include emotional and psychological indications, rather than focusing simply on grades (Lanjekar et al., 2022).

The triadic link investigated in this study emphasizes the intricate interplay among family, emotional health, and learning performance. Parental involvement significantly improves well-being, but its impact on academic performance is context-dependent. Excessive academic supervision without emotional sensitivity might hinder kids' motivation, whereas balanced parental support promotes both well-being and steady academic growth. The findings corroborate Epstein's (1995) model of parental involvement and Seligman's (2011) PERMA framework by demonstrating that the emotional and relational elements of parenting have a substantial impact on teenagers' overall adjustment. However, the negative link with accomplishment suggests that parental involvement should be directed by awareness initiatives that emphasize constructive support rather than performance-based pressure.

The observed associations are consistent with Durisic and Bunijevac's (2017) findings that parent-school partnerships improve student development when based on communication and empathy. However, this study differs with Froiland and Worrell's (2017) findings, which revealed that parental autonomy support predicts academic performance in Western contexts. Cultural differences in parenting practices, expectations, and educational frameworks may account for such disparities. Similarly, the lack of a substantial correlation between wellbeing and achievement is consistent with Qureshi's (2019) findings, which revealed that while mental health treatments improved students' emotional balance, they had no direct effect on test scores (Qureshi, 2019). These studies clearly demonstrate that wellbeing is an important but frequently overlooked component of educational performance in South Asian cultures.

CONCLUSIONS

This study examines the complicated relationships among parental involvement, well-being, and academic success among secondary school children in Lahore. Parental involvement improves children's well-being but does not directly transfer into better academic performance. Instead, it can occasionally have a detrimental impact on academic achievement, highlighting the importance of distinguishing between helpful and pressure-driven engagement. Wellbeing, while important for emotional and physical growth, did not have a clear correlation with

academic ability. The study was confined to quantitative data from a particular city and only included students in the tenth grade. The use of self-reported surveys may lead to response bias. Exam grades were used to assess academic achievement, with little consideration given to other factors such as classroom performance or overall development.

RECOMMENDATIONS

Based on the findings of this study and previous researches, the following recommendations can assist schools in increasing their awareness of students' psychological states of mind, their needs and increasing their participation in their studies. According to the results, researcher recommended that this study should be Expansion to additional districts to enhance generalizability. All districts of Punjab province and other provinces to obtain nationwide uniform results in both public and private sector schools. Government and Ministry of the Education should organize committees which provide the guidance and help parents to know about the parenting issues that their children are facing in their life. There should be a very cooperation among school, parents, stakeholders and policy makers to overcome their children's sense of inferiority. The parent-teacher association should establish the policies to ensure the active participation of parents in educational activities and behavior development of their children.

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