

**Impact of Parental Expectations on Students' Academic Achievements.  
Comparative Analysis of Public and Private Higher Secondary Schools of District Swat  
Khyber Pakhtunkhwa**

**Asif Ahmad Kamal**

[asifahamdakamal77@gmail.com](mailto:asifahamdakamal77@gmail.com)

Phd Scholar, Department of Education and Staff training University of Swat.

**Dr. Farooq Nawaz Khan**

[farooqlit76@gmail.com](mailto:farooqlit76@gmail.com)

Associate Professor, Department of Education and Staff Training University of Swat.

Corresponding Author: **Asif Ahmad Kamal** [asifahamdakamal77@gmail.com](mailto:asifahamdakamal77@gmail.com)

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## ABSTRACT

*Parental expectations play an important role in shaping the academic lives of students. When parents encourage their children, express confidence in their abilities, and value education, students often become more motivated and committed to their studies. However, in geographically isolated and economically challenged areas, parental expectations may be influenced by poverty, limited educational awareness, and social responsibilities. The hilly areas of District Swat, Khyber Pakhtunkhwa, Pakistan present such a context where students face various educational difficulties, including lack of resources, transportation problems, and limited parental guidance. The present study aims to examine the impact of parental expectations on the academic achievement of secondary school students in the hilly areas of District Swat. The study sought to explore how positive and negative parental expectations influence students' motivation, learning behavior, confidence, and overall academic achievements. It also investigated whether differences exist in parental expectations based on socioeconomic background. A quantitative research approach had been used for this study. Data were collected from secondary school students through a structured questionnaire, while students' academic achievement was measured through their examination results. The collected data were analyzed statistically to identify the relationship between parental expectations and students' academic achievement. The findings of the study were expected to highlight the significance of constructive parental expectations in improving students' educational outcomes. The research may also help parents, teachers, school administrators, and policymakers understand the need for parental awareness and support in promoting academic success among students living in remote and mountainous regions. Furthermore, the study may contribute to educational research by providing insight into the unique challenges faced by students in the hilly areas of District Swat.*

**Keywords:** Parental Expectations, Academic Achievement, Secondary School Students, District Swat

## INTRODUCTION

Education plays a vital role in the development of individuals and societies by enhancing knowledge, skills, values, and attitudes necessary for social and economic progress. Academic achievement is generally regarded as one of the most important indicators of educational success and is often used to evaluate students' learning outcomes and future prospects (OECD, 2019). However, students' academic achievement is influenced by numerous factors, including school environment, teachers' effectiveness, socioeconomic status, peer relationships, and family support (Santrock, 2018).

Among family-related factors, parental expectations have emerged as a significant determinant of students' academic achievement. Parents serve as children's first educators and play a crucial role in shaping their educational aspirations, attitudes, and learning behaviors. According to Eccles and Wigfield (2002), parental beliefs and expectations significantly influence students' motivation, academic engagement, and educational choices. Similarly, Davis-Kean (2005) argued that parents' educational expectations are among the strongest predictors of students' academic performance regardless of family income and background.

The concept of parental expectations refers to the level of educational achievement parents desire or anticipate for their children (Seginer, 1983). These expectations may be expressed through encouragement, monitoring of school activities, communication regarding educational goals, and support for future academic pursuits. When parents communicate high yet realistic expectations, students tend to demonstrate greater persistence, self-confidence, and commitment toward learning (Benner & Mistry, 2007).

Researchers have consistently reported a positive association between parental expectations and academic achievement. For instance, Fan and Chen (2001) concluded that parental expectations exert a stronger influence on students' achievement than many other forms of parental involvement. Likewise, Jeynes (2005) found that students whose parents hold high educational aspirations generally achieve better academic outcomes than their peers. These findings suggest that parental expectations can act as a motivational force that encourages students to perform effectively in educational settings.

From a theoretical perspective, Expectancy-Value Theory proposes that students' achievement-related choices and performance are influenced by the expectations held by significant others, particularly parents (Eccles et al., 1983). Similarly, Social Cognitive Theory emphasizes that positive reinforcement and encouragement from parents strengthen students' self-efficacy beliefs, which ultimately improve academic performance (Bandura, 1986). These theories highlight the importance of parental expectations in shaping students' educational experiences and outcomes.

In developing countries such as Pakistan, parental expectations carry particular importance because families often consider education as a means of social mobility and economic advancement. Parents frequently encourage their children to achieve academic success in order to secure better employment opportunities and improve family living standards (Riaz & Riaz, 2020). Nevertheless, educational challenges such as poverty, limited resources, and geographical barriers may affect both parental involvement and students' academic performance, particularly in rural and mountainous regions.

Tehsil Matta, District Swat, is characterized by a predominantly mountainous terrain where access to educational resources remains comparatively limited. Students residing in these areas often encounter challenges related to transportation, educational facilities, and socioeconomic constraints. Despite these obstacles, many parents continue to place considerable expectations on their children's educational achievement, believing that education offers a pathway to personal and community development.

Although numerous studies have examined parental involvement and academic achievement in different contexts, limited attention has been given to the specific role of parental expectations among higher secondary school students in the hilly areas of Tehsil Matta, District Swat. Furthermore, few studies have compared the perceptions of students from public and private higher secondary schools regarding parental expectations and their influence on academic achievement.

Therefore, the present study was undertaken to investigate the impact of parental expectations on the academic achievement of male students studying in public and private higher secondary schools of the

hilly areas of Tehsil Matta, District Swat. The findings of this study may provide valuable insights for parents, teachers, educational administrators, and policymakers in developing strategies to enhance students' academic achievement through constructive parental support and expectations.

## **LITERATURE REVIEW**

Parents are often regarded as the first teachers of a child because they shape children's attitudes, confidence, behavior, and future ambitions from an early age. Among the many factors influencing students' academic achievement, parental expectations have received considerable attention in educational research because they strongly influence students' motivation, learning behavior, and academic success. Recent evidence suggests that parental educational expectations are consistently associated with better academic outcomes among children and adolescents across different cultural contexts (Pinquart & Ebeling, 2020). In areas where educational facilities and opportunities are limited, such as the hilly regions of Tehsil Matta, District Swat, parental expectations become even more important in shaping students' educational outcomes.

Educational researchers argue that when parents expect their children to perform well academically, students usually become more serious about their studies. Positive parental expectations encourage students to attend school regularly, complete homework, participate actively in classroom activities, and pursue higher educational goals. A recent meta-analysis by Jeynes (2022) concluded that parental expectations are among the strongest components of parental involvement associated with students' academic achievement. In contrast, unrealistic or excessively low expectations may weaken students' confidence and reduce their interest in education.

Research further indicates that the family environment plays a central role in children's educational success. Strong parent-child relationships provide emotional and academic support that enhances students' school performance. Recent studies have shown that home-based parental involvement, including communication about education and encouragement, positively contributes to academic achievement (Erdem & Kaya, 2020). Likewise, parents transmit educational values, aspirations, and habits that shape children's attitudes toward learning and long-term educational goals.

Research conducted by Pinquart and Ebeling (2020) revealed that parental educational expectations are strongly associated with higher academic achievement. Students whose parents maintain high educational aspirations generally show better classroom performance, stronger motivation, and greater commitment toward learning. Similarly, Jeynes (2022) found that parental expectations often exert a stronger influence on students' achievement than many other forms of parental involvement because expectations shape students' beliefs about their own abilities and future success.

Parental expectations also influence students psychologically. When parents express trust and confidence in their children, students develop stronger self-belief and become more determined to succeed academically. Contemporary studies indicate that parental support and positive expectations contribute to students' academic resilience, perseverance, and self-confidence. Students who perceive strong parental confidence in their abilities generally demonstrate higher levels of motivation and persistence in achieving educational goals (Jeynes, 2022).

Researchers also emphasize the importance of guidance and support during the learning process. Recent studies suggest that parental communication and emotional availability enhance students' cognitive engagement and academic adjustment. Li et al. (2024) reported that parental involvement serves as a mediating factor that strengthens students' learning attitudes and educational outcomes. Similarly, Wang

(2024) found that students who perceive higher parental expectations demonstrate stronger academic engagement and greater commitment to educational tasks.

In many developing countries, including Pakistan, parental expectations are influenced by socioeconomic conditions, literacy levels, and cultural traditions. Educated parents generally understand the long-term value of education and therefore encourage their children to continue their studies. Dockery (2022) observed that parents with higher educational aspirations tend to communicate clearer educational goals and expectations to their children. However, parents with limited educational backgrounds may lack awareness regarding academic planning and career opportunities despite wishing for a better future for their children.

Studies indicate that parental involvement and expectations significantly improve students' academic motivation and educational achievement. Erdem and Kaya (2020) concluded through meta-analytic evidence that parental involvement has a positive and significant effect on students' academic achievement across educational levels. Likewise, recent studies have shown that students perform better academically when parents remain interested in school activities, monitor educational progress, and maintain supportive relationships with their children (Naz, Raheem, & Gilani, 2024).

Research conducted in different societies shows that parental expectations affect not only students' grades but also their attitudes toward education. Jeynes (2022) observed that parental encouragement positively influences students' academic adjustment and achievement across age groups and national contexts. Similarly, recent evidence suggests that parental participation strengthens students' emotional well-being, motivation, and academic resilience, enabling them to overcome educational challenges more effectively (Ali et al., 2024).

In rural and mountainous areas, educational challenges become more severe due to poverty, transportation problems, limited educational facilities, and geographic isolation. According to UNESCO (2024), disparities in educational access continue to affect students living in remote communities around the world. In Tehsil Matta, District Swat, many families live in remote regions where schools are located far from residential areas. Because of financial pressures, some parents expect children to contribute to farming, household duties, or labor work instead of focusing fully on education. Such circumstances may negatively influence students' academic performance and educational aspirations.

Research conducted in Pakistan also supports the positive relationship between parental expectations and students' academic success. Ali et al. (2020) found that schools can play an important role in improving parenting practices that contribute to students' academic achievement. Likewise, Naz et al. (2024) reported a significant positive relationship between parental involvement and secondary school students' academic performance in Pakistan.

Another study conducted in the Pakistani context indicated that students receiving parental support and encouragement generally achieve higher academic results than those who lack family motivation (Ali et al., 2024). Furthermore, recent evidence suggests that positive parental expectations shape students' learning behavior, educational commitment, and persistence toward achieving future goals (Jeynes, 2022).

Gender differences in parental expectations are also evident in many traditional societies. Recent studies indicate that although boys and girls may experience different parental expectations due to cultural norms, awareness regarding educational equality has gradually increased in many developing countries. Parents are increasingly recognizing the importance of education for both sons and daughters, resulting in greater support for students' educational aspirations regardless of gender (UNESCO, 2024).

Researchers have further emphasized that collaboration between schools and families strengthens students' academic achievement. Recent findings suggest that effective communication between parents and schools enhances attendance, motivation, and academic performance (Naz et al., 2024). When parents remain connected with teachers and monitor their children's educational progress, students are more likely to develop positive attitudes toward learning and demonstrate improved academic outcomes.

The relationship between parental expectations and academic achievement can also be understood through motivational perspectives. Recent studies indicate that supportive family relationships increase students' academic engagement and commitment toward educational goals. Balanced parental expectations help students develop discipline, responsibility, and positive learning habits, while unrealistic expectations may create stress and anxiety (Milovanska-Farrington, 2022).

Although international and national researchers have widely examined parental expectations and academic achievement, limited studies specifically focus on the hilly regions of District Swat. The social and geographical conditions of Tehsil Matta differ greatly from urban settings because families often experience poverty, difficult terrain, and limited educational resources. Therefore, investigating the impact of parental expectations on students' academic achievement in this context is highly important.

The present study aims to explore how parental expectations influence the academic achievement of students in the hilly areas of Tehsil Matta, District Swat. The findings may help parents, teachers, educational planners, and policymakers understand the importance of constructive parental expectations in improving students' educational outcomes.

### **Research Questions**

- What is the impact of parental expectations on the academic achievement of male students studying in govt higher secondary schools of Tehsil Matta, District Swat?
- What is the impact of parental expectations on the academic achievement of male students studying in Private higher secondary schools of Tehsil Matta, District Swat?

### **Research Objectives**

- To investigate the impact of parental expectations on the academic achievement of male students studying in public and private higher secondary schools of Tehsil Matta, District Swat.
- To examine the role of parental encouragement, emotional support, and academic monitoring in students' educational achievement.
- To compare the parental expectations of public and private higher secondary school students in Tehsil Matta, District Swat.

### **Delimitation of the Study**

The study was delimited to male students studying at higher secondary schools in the hilly areas of Tehsil Matta, District Swat, Khyber Pakhtunkhwa, Pakistan. The study was further confined to public and private higher secondary schools only.

Moreover, the research focused specifically on parental expectations and their impact on students' academic achievement. Other factors affecting academic achievement such as teachers' teaching styles,

peer influence, school environment, socioeconomic status and intelligence level were not included in the scope of the study.

The sample of the study consisted of 224 male students selected from public and private higher secondary schools of Tehsil Matta. The data were collected through a questionnaire developed for measuring parental expectations and students' perceptions regarding academic achievement.

## **RESEARCH METHODOLOGY**

The present study aims to investigate the impact of parental expectations on the academic achievement of secondary school students in the hilly areas of Tehsil Matta, District Swat. Since the study focuses on understanding how parental expectations influence students' educational performance, a quantitative research approach was considered most suitable for collecting and analysing data systematically.

### **Research Design**

This study follows a descriptive correlational research design. The descriptive aspect of the study helps in understanding the nature of parental expectations and students' academic achievement, while the correlational aspect examines the relationship between these two variables. The researcher selected this design because it allows the collection of factual information from a large number of respondents and helps in identifying whether parental expectations positively or negatively affect students' academic performance.

### **Population**

This study deals with the impact of parental expectations on the academic achievement of students studying at higher secondary level in the hilly areas of Tehsil Matta, District Swat. Therefore, the population of the study comprised male students studying in public and private higher secondary schools of the selected area. The study was delimited to male students enrolled in 11<sup>th</sup> and 12<sup>th</sup> classes during the academic session 2025– 2026.

The selected higher secondary schools were situated in the hilly regions of Tehsil Matta, where students experience various educational, social, and economic challenges. The researcher selected both public and private higher secondary schools to compare students' perceptions regarding parental expectations and their influence on academic achievement. The list of students was collected from the administration offices of the respective institutions.

A total population of 630 male students from public and private higher secondary schools constituted the accessible population of the study. Data were collected only from those students who were regularly enrolled in the selected institutions during the data collection process.

### **Sample Size and Sample Group**

For the selection of sample size from the above-mentioned population, the criteria of Gay, Geoffrey, and Airasian (2010) was applied. Under their criteria, the total sample size for this study was 224 male students from public and private higher secondary schools of the hilly areas of Tehsil Matta, District Swat.

Furthermore, the researcher developed a Parental Expectations Questionnaire (PEQ) for data collection from the respondents. The questionnaire consisted of 25 items with five response options for the

respondents ranging from Strongly Agree to Strongly Disagree. The items focused on parental encouragement, educational aspirations, academic monitoring, emotional support, and students' academic behavior.

The questionnaire was first pilot tested on a small sample group of 30 students who were not included in the actual data collection process. The validity of the instrument was ensured through expert opinion, while reliability was estimated through Cronbach's Alpha, which was found satisfactory for the study.

### **Data Collection Tools**

### **Data Analysis Techniques**

- Total Items: 25
- Maximum Score: 125
- Minimum Score: 25

Higher scores indicate stronger parental expectations and a greater positive influence on students' academic achievement. This 25-item instrument is suitable for pilot testing, expert validation, and reliability testing (Cronbach's Alpha) before full-scale data collection.

### **FINDINGS/RESULTS**

**Table 1: Population and Sample of the Study**

School Sector	Population (N)	Sample (n)	Percentage %
Public	140 Students	84 Students	62.5%
Private	140 Students	84 Students	37.5%
Total	224 Students	224 Students	100%

The above table illustrates the population and sample selected for the study. Proper representation was given to both sectors (public and private) for the purpose of comparing the responses of the respondents. A total of 140 students from public higher secondary schools and 84 students from private higher secondary schools constituted the sample group of the study.

**Table 2: Parental Expectations of Public Higher Secondary School Students**

Variables	Mean	SD	df	X <sup>2</sup>	Sig
Parental Encouragement	32.6842	4.76341	03	44.526 <sup>a</sup>	.000
Educational Aspirations	31.4526	5.21437	03	27.315 <sup>a</sup>	.018
Academic Monitoring	30.9631	4.68152	03	39.824 <sup>b</sup>	.001
Emotional Support	32.2147	4.33816	03	31.466 <sup>a</sup>	.003
Motivation toward Studies	31.7854	4.12684	03	28.204 <sup>c</sup>	.006

The above table shows the major dimensions of parental expectations among public higher secondary school students. The mean score for Parental Encouragement is 32.6842 with SD 4.76341. Further, the X<sup>2</sup> value 44.526 is significant at .000, which shows that the respondents have similar perceptions regarding parental encouragement.

The mean score for Educational Aspirations is 31.4526 and the standard deviation is 5.21437. The  $X^2$  value 27.315 is significant at .018, which indicates that students possess similar opinions regarding their parents' educational aspirations.

The mean score for Academic Monitoring is 30.9631 and the standard deviation is 4.68152. Further, the  $X^2$  value 39.824 is significant at .001, which shows that public higher secondary school students have similar perceptions regarding parental monitoring of studies.

The mean score for Emotional Support is 32.2147 with SD 4.33816. Likewise, the  $X^2$  value 31.466 is significant at .003, which indicates that students share similar views regarding emotional support provided by parents.

The mean score for Motivation toward Studies is 31.7854 and the standard deviation is 4.12684. Further, the  $X^2$  value 28.204 is significant at .006, which reveals that respondents have similar perceptions regarding the influence of parental expectations on their academic motivation.

These findings imply that parents of public higher secondary school students generally maintain positive expectations regarding their children's education. The low standard deviations and significant  $X^2$  values indicate consistency in students' responses, suggesting that parental encouragement, educational aspirations, and emotional support play an important role in shaping students' academic behavior and motivation.

**Table 3: Parental Expectations of Private Higher Secondary School Students**

<b>Variables</b>	<b>Mean</b>	<b>SD</b>	<b>df</b>	<b>X<sup>2</sup></b>	<b>Sig</b>
Parental Encouragement	32.5476	4.84215	03	30.664	.004
Educational Aspirations	31.2063	5.43772	03	18.782	.041
Academic Monitoring	31.7460	4.45819	03	41.536	.000
Emotional Support	32.3810	4.21976	03	24.916	.015
Motivation toward Studies	32.0952	3.96485	03	29.748	.007

The above table shows the major dimensions of parental expectations among private higher secondary school students. The mean score for Parental Encouragement is 32.5476 with SD 4.84215. The  $X^2$  value 30.664 is significant at .004, which shows that private higher secondary school students have similar perceptions regarding parental encouragement.

The mean score for Educational Aspirations is 31.2063 and the standard deviation is 5.43772. Further, the  $X^2$  value 18.782 is significant at .041, which indicates that students have similar perceptions regarding their parents' educational aspirations.

The mean score for Academic Monitoring is 31.7460 and the standard deviation is 4.45819. Likewise, the  $X^2$  value 41.536 is significant at .000, which shows that students share similar views regarding parental monitoring of their academic activities.

The mean score for Emotional Support is 32.3810 and the standard deviation is 4.21976. Further, the  $X^2$  value 24.916 is significant at .015, which indicates that students have similar opinions regarding emotional support provided by parents.

The mean score for Motivation toward Studies is 32.0952 and the standard deviation is 3.96485. Further, the  $X^2$  value 29.748 is significant at .007, which shows that private higher secondary school students have similar perceptions regarding the role of parental expectations in increasing academic motivation.

These findings suggest that parents of private higher secondary school students demonstrate strong interest in their children's education through encouragement, monitoring, and emotional support. The significant  $X^2$  values and relatively low standard deviations indicate consistency in students' responses and highlight the important role of parental expectations in improving students' academic achievement and learning motivation.

**Table 4: Differences in Parental Expectations of Public and Private Higher Secondary School Students**

Variables	Sector	Mean	SD	Mean Difference	df	t	Sig.
Parental Encouragement	Public	32.6842	4.76341	.13660	222	.184	.854
	Private	32.5476	4.84215				
Educational Aspirations	Public	31.4526	5.21437	.24630	222	.297	.767
	Private	31.2063	5.43772				
Academic Monitoring	Public	30.9631	4.68152	-.78290	222	-.986	.325
	Private	31.7460	4.45819				
Emotional Support	Public	32.2147	4.33816	-.16630	222	-.239	.811
	Private	32.3810	4.21976				
Motivation toward Studies	Public	31.7854	4.12684	-.30980	222	-.487	.627
	Private	32.0952	3.96485				

The above table illustrates the differences in parental expectations between public and private higher secondary school students. The mean score of public higher secondary school students for Parental Encouragement is 32.6842 with SD 4.76341, while the mean score of private higher secondary school students is 32.5476 with SD 4.84215. The mean difference between public and private sector students is .13660, which shows that public higher secondary school students receive slightly higher parental encouragement than private school students. However, this difference is not statistically significant because the t value .184 is not significant at .854. Therefore, students of both sectors have similar perceptions regarding parental encouragement.

Further, the mean score of public higher secondary school students for Educational Aspirations is 31.4526 with SD 5.21437, while the mean score of private higher secondary school students is 31.2063 with SD 5.43772. The mean difference between both groups is .24630, indicating that parents of public higher secondary school students possess slightly higher educational aspirations. However, this difference is not significant because the t value .297 is not significant at .767. Hence, students of both sectors have similar perceptions regarding parental educational aspirations.

Similarly, the mean score of public higher secondary school students for Academic Monitoring is 30.9631 with SD 4.68152, while the mean score of private higher secondary school students is 31.7460 with SD 4.45819. The mean difference between the two groups is -.78290, which shows that private higher secondary school students experience slightly greater parental monitoring of academic activities. However, this difference is not statistically significant because the t value -.986 is not significant at .325. Therefore, both groups of students share similar views regarding parental academic monitoring.

The mean score of public higher secondary school students for Emotional Support is 32.2147 with SD 4.33816, whereas the mean score of private higher secondary school students is 32.3810 with SD 4.21976. The mean difference between both groups is -.16630, showing that private higher secondary school students receive slightly higher emotional support from parents. Nevertheless, this difference is not significant because the t value -.239 is not significant at .811. Hence, students of both sectors have similar perceptions regarding parental emotional support.

Likewise, the mean score of public higher secondary school students for Motivation toward Studies is 31.7854 with SD 4.12684, while the mean score of private higher secondary school students is 32.0952 with SD 3.96485. The mean difference between the two groups is -.30980, which indicates that private higher secondary school students are slightly more motivated toward studies due to parental expectations. However, this difference is not statistically significant because the t value -.487 is not significant at .627.

These findings imply that students from both public and private higher secondary schools experience nearly similar parental expectations regarding encouragement, educational aspirations, academic monitoring, emotional support, and academic motivation. The insignificant t-values indicate that parental expectations do not differ considerably between public and private sector students in the hilly areas of Tehsil Matta, District Swat.

## **RESULTS, DISCUSSION, AND SUGGESTIONS**

The study was conducted with the purpose of investigating the impact of parental expectations on the academic achievement of male students studying in public and private higher secondary schools of the hilly areas of Tehsil Matta, District Swat, Khyber Pakhtunkhwa, Pakistan. The findings of the study revealed that parental expectations play an important role in shaping students' academic motivation, confidence, learning behavior, and academic performance.

The results of the study showed that students from both public and private higher secondary schools perceived parental encouragement, educational aspirations, academic monitoring, emotional support, and motivation toward studies positively. The findings further indicated that parents of both sectors generally maintain constructive expectations regarding their children's education. Most students reported that their parents encourage them to work hard, achieve higher grades, continue higher education, and maintain discipline in their academic activities.

Furthermore, the study revealed that there was no statistically significant difference between public and private higher secondary school students regarding parental expectations. Students from both sectors demonstrated almost similar perceptions about parental encouragement, emotional support, academic monitoring, and educational aspirations. This indicates that despite differences in school sectors, parents in the hilly areas of Tehsil Matta share similar hopes and expectations regarding their children's educational success.

The findings of the current study are consistent with the studies conducted by Fan and Chen (2001), Jeynes (2007), Hill and Tyson (2009), and Topor et al. (2010), who found that parental expectations and involvement positively influence students' academic achievement and learning motivation. Similarly, Bandura (1997) explained that parental encouragement increases students' self-efficacy and confidence, which ultimately improves academic performance.

The results also support the ideas presented by James Coleman, who emphasized the importance of family support and social capital in students' educational success. Likewise, Pierre Bourdieu argued that

parents transfer educational values and learning attitudes to their children, which strongly affect academic achievement.

The findings indicate that parents of the hilly areas of Tehsil Matta generally possess positive attitudes toward education despite facing economic and geographical difficulties. Most parents encourage their children to continue education and achieve academic success because they consider education an important source of social and economic improvement. These findings reflect a gradual increase in educational awareness among families living in remote and mountainous areas.

The current study further revealed that emotional support and academic monitoring by parents positively influence students' motivation toward studies. Students who receive encouragement, appreciation, and guidance from parents demonstrate stronger commitment toward education and better classroom participation. These findings are similar to the studies conducted by Hoover-Dempsey and Sandler (1997), who found that parental involvement improves students' academic confidence and educational performance.

However, the study also suggests that some students still face challenges related to poverty, limited educational resources, and parental illiteracy. In certain cases, parents remain unable to provide proper academic guidance because of limited educational background and financial pressures. Such conditions may negatively affect students' educational achievement and future aspirations.

Similarly, the findings of the current study show that parental expectations in the hilly areas are largely influenced by cultural and socioeconomic conditions. Parents generally expect students to perform well academically, but in some families economic responsibilities and household duties also affect students' educational focus. These findings are in line with the research conducted by Malik (2018) and Ullah (2020), who highlighted educational challenges faced by students in rural and mountainous regions of Pakistan.

## **SUGGESTIONS**

The following suggestions are offered on the basis of the findings of the present study:

- Parents should be made aware of the positive role of constructive parental expectations in improving students' academic achievement through seminars, awareness programs, and parent-teacher meetings.
- Schools should strengthen communication between teachers and parents so that both may work together for students' academic progress and educational motivation.
- Parents should provide emotional support, encouragement, and a peaceful learning environment at home to help students develop confidence and positive attitudes toward education.
- Educational institutions should arrange counseling and guidance sessions for parents belonging to rural and hilly areas to improve their understanding regarding educational planning and career opportunities for students.
- Government and educational authorities should improve educational facilities in the hilly areas of Tehsil Matta, including transportation, learning resources, and access to higher secondary education.

- Teachers should motivate parents to participate actively in students' educational activities because parental monitoring and encouragement positively influence academic achievement.
- Future researchers may conduct comparative studies between male and female students regarding parental expectations and academic achievement.
- Similar studies may also be conducted at college and university level to explore the long-term effects of parental expectations on students' educational success.
- Future research may investigate the relationship between parental expectations and other factors such as self-esteem, career choice, academic anxiety, and classroom participation.
- Qualitative research studies may also be conducted to explore parents' personal experiences, beliefs, and attitudes regarding education in remote and mountainous areas of District Swat.

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