



Investigating the impact of Home-Based Parental Support on key Student Indicators of Motivation, Confidence, Self-Regulation, and Student Discipline in Secondary Schools of District Pishin, Balochistan

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Abstract

This study concentrated on parental support at home and how this affects student motivation, confidence, self-regulation, and academic performance in secondary schools in District Pishin, Balochistan. The quantitative survey design allowed the inquiry to be made. The population sample consisted of 620 students and 620 parents, both of whom were randomly sampled. Two structured questions of the Parental Opinion Survey Questionnaire and Student Opinion Survey Questionnaire were the data collection tools. The analysis of the data was aided by statistical packages of social sciences (SPSS) that facilitate descriptive as well as inferential statistics. Results were that there was a significant and positive relationship between regular parent-child discussion in academic activities and student achievement and motivation. The improved student achievement was also linked to academic goal setting by the parents. Lack of parental support was linked to lack of confidence and an increase in academic stress. Moreover, there was also a significant correlation between poor parental awareness and poor self-regulation, as well as poor academic achievement. Results also showed that parents' drop-off was highly correlated with being more timely and more disciplined. The observations of self-study and parental assistance were inconclusive. This paper shows that District Pishin, the calibre consistency and emotional strength of home-based parental support, is a

major factor that can contribute towards the growth of students and their performance in academic work.

Keywords: Parental support, Motivation, Self-regulation, Discipline, Secondary School, Pishin

Introduction

Parental involvement at home is important in the academic and personal development of school-aged children (Candel & Escote, 2024; Werang et al., 2024). Parents who are willing to know about the activities of their children studying can talk over school-related issues, which offer motivation during difficult situations and track the academic performance of their children who are in schools, become more motivated to work hard, disciplined, and self-assured in their studies (Pechimuthu, 2025). It is more likely that the home-based systems would provide parental support in most developing regions where the school system of supporting the parents is curtailed because of the level of poverty, geographical distance, low level of literacy and lack of educational facilities.

The District of Pishin provides a proper backdrop to this question, since it presents an example of the educational state of a rural semi-urban peasant. Economic limitations in the district are becoming a problem in many families, and these factors include high household sizes, poor access to academics, and social barriers, which directly affect student learning experiences. It is in such an environment that parental provisions in the home are absorbed to enable the students to cope with their studies and stay focused on academics. This paper describes parental support in the home and its correlations with student motivation, confidence, self-regulation, discipline, and academic achievement. Specific focus is placed on parental academic dialogue, goal-setting practices, emotional reinforcement, consciousness of academic path, school punctuality and the rate of independent study and parental support. By paying attention to these features of the family, one will have a full picture of the parental influence on student achievement in the local setting of District Pishin.

Objectives of the Study

- To determine the nature and levels of home-based parental support among the District Pishin secondary school students.
- To determine the levels of academic motives, self-confidence, self-regulation, and discipline of students in secondary schools in the study area.
- To test the connection between home-based parental support and all four student outcomes.

Literature Review

The background upon which the parental involvement in the educational process should be outlined has been thoroughly elaborated throughout the last few decades. Parental participation is typically understood to include home-based assistance in homework, school-based communication with teachers, and academic socialisation with the community (Harrell, 2025; Mocho et al., 2025). The Meta-analytic studies have always provided evidence that parental expectations and aspirations, academic encouragement, and academic discussions correlate with academic achievement in a positive manner (Sakaki et al., 2025). Nevertheless, significant elusiveness is also present in the literature because research has

discovered that some types of involvement- especially academic pressure and direct homework help- may occasionally jeopardise performance when considered enslaving by teens who are beginning to attain independence (Qadeer et al., 2025; Shah et al., 2023). This complexity highlights the importance of studying not only whether parents are involved but also how parents are involved and how the involvement is perceived by students in various developmental stages and in various cultural settings.

International and cross-cultural studies have made major contributions to knowledge on the existence of interaction of societal variables to mitigate the relationship between parental involvement and academic achievements. In a historic study based on PISA 2022 scores of 433,549 students in 71 countries, it was found that family support was positively related to academic performance at an international scale, but the correlation was stronger in less-developed economies and collectivist societies (Cignetti & Piacentini, 2024). Parental support is a comparatively limited resource in developing countries, which may not be compensated easily by the quality of educational infrastructure in the public sector, and therefore it is more decisive to student success (Koskela & Sinkkonen, 2025). Moreover, parental engagement fosters greater academic motivation in collectivist societies, where socialisation in the adolescent years encourages them to see education as a method of honouring their families (Herath & Herath, 2024; Negru & Sava, 2023). These results are specifically applicable to research located in Balochistan, Pakistan, which is a place with collectivist cultural orientations and an immature economy, whereby parental engagement can be of even more importance.

It has been found that the quality and nature of parental involvement have a large impact on the disciplinary results of the students. It is proven that the higher the parental participation, the better the results in educational activities, such as increased high school graduates (Yulianti et al., 2022; Zeng et al., 2024). Disciplinary inconsistency in parents does not facilitate proper development in self-control. Moreover, the findings of the research on self-determination theory suggest that parental support or lack of it can make adolescents less susceptible to the negative influence of peers (West et al., 2024). The findings carry far-reaching implications for student discipline in secondary schools since students who have good self-regulation and autonomy stand a better chance of resisting the influence of peers and making positive choices of behaviour.

Studies that are taking place are identifying that mothers and fathers have a unique contribution to adolescent development. Research has found that maternal surveillance and warmth have a positive effect on self-control, and paternal rewarding approach has a positive effect on self-regulation (Liu & Vazsonyi, 2024; Sajjad et al., 2019). These relationships are moderated by gender, and girls might be particularly advantageous to the rewarding practices (Fatima & Shiekh, 2026). Such dynamics are the differences between home-based and school-based parental involvement. Although school-based interventions, such as parent-teacher conferences, have some advantages, home-based interventions, such as dialogue, monitoring, and emotional warmth, have their own effects as they have been shown to have inimitable impacts on school performance. Such results indicate that both maternal and paternal roles in family patterns should be taken into account and that conceptualisations of supportive parenting should provide cultural sensitivity to the local values and encourage the autonomy-supportive parenting behaviours that encourage student motivation, confidence, self-regulation, and discipline (Balouch et al., 2025; Gillani et al., 2025; Li & Gu, 2024; Saib et al., 2024).

Research Methodology

This study has been conducted through employing a quantitative survey. This methodological process was suitable due to the objective of examining quantifiable relationships between home-based parental support and student performance in terms of motivation, confidence, self-regulation, discipline, and student performance. The study was done in the secondary schools existing in the District of Pishin, Balochistan. The sample size was 1240 people, and it was broken down to 620 students and 620 parents. The boys-to-girls' ratio stood at 310:310, and therefore, there was gender equity in that sample. The stratified random sampling method was used to select the participants. The population was categorised into 3 huge layers: boys, girls, and parents. Random selection was done in the stratum. This would come in handy in enhancing the representativeness and reducing the possibility of sampling bias.

The instruments used in data collection were two custom-made questionnaires (Sharma, 2024): Parental Opinion Survey Questionnaire (POSQ) and Student Opinion Survey Questionnaire (SOSQ). The two tools had several choice questions and Likert scale questions. The questionnaire that was administered to the students was interested in instantaneous home-based academic assistance, such as homework support, parental conversation encouragement, parental understanding, and discipline-associated support. Parent practices of the views and participation in their children's education were measured through parent questionnaires. The instrument was identified to be reliable when it comes to educational research (Mejía-Clavo et al. 2024). The calculation of the alpha coefficients of Cronbach was done using Table 1. These coefficients are an affirmation of the adequate reliability of the instruments used in the data collection in the field (Jaffal et al., 2021).

Table 1

Coefficients of Reliability

Instrument	Cronbach's Alpha
POSQ (MCQ)	0.764
POSQ (Likert Scale)	0.684
SOSQ (MCQ)	0.816
SOSQ (Likert Scale)	0.693

Data Collection Procedure

Data collection was done in the face-to-face administration of questionnaires in sampled schools. The guidelines accorded to all the participants were correct to enable accuracy and uniformity of the responses. Students and parents could administer their respective questionnaires independently. This no-frills method of administration assisted in achieving a good response rate and avoiding potential misinterpretations.

Data Analysis

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The data obtained was analysed using the Statistical Package of the Social Sciences (SPSS). Inferential and descriptive statistical tests were used. The descriptive statistics that were used to summarise the data set included frequencies, percentages and standard deviations. The inferential statistics of independent sample t-tests and regression analysis,

specifically, helped to investigate the relationship between the variables of home-based parental support and the student outcomes.

Descriptive Trend of Home-Based Parenting Support

The results were in the form of descriptive results, indicating the existence of heterogeneity in the provision of academic support at home among students. Quite a significant percentage of students have reported that their parents did not talk to them on a daily or even a regular basis about academic things. Some of them have also mentioned insufficient parental support in managing stress in schools and poor parental educational objective settings. Conversely, some students were supported with usual parental support and knowledge of what they were doing in their studies. Such observations suggest that there is home-based support within the district - it has various manifestations in various families.

Self-Study and Parental Help

An independent samples t-test was conducted to compare the academic performance of students who study independently and those who receive parental help, revealing a statistically significant difference between the two groups ($t = 52.345$, $p < 0.001$). The findings in Table 2 indicate that students with self-study habits (Mean Diff = 3.224) performed better than those relying on parental assistance (Mean Diff = 2.112), with the 95% confidence interval (3.014–3.632) confirming the reliability of this difference. The results significantly rejected the null hypothesis and validated the alternative hypothesis (H_2), demonstrating that academically supported students outperformed their self-studying counterparts with mean differences ranging from 2.885 to 3.119 points and consistently high t-values (52.345 and 47.478) at $p < 0.001$. The close 95% confidence intervals ([3.014, 3.632] for self-study and [2.005, 2.233] for parental assistance) and low standard errors (0.0304 and 0.0550) reflect high reliability for these findings. The difference between the self-studiers and the students who were helped by their parents was statistically significant, as observed in an independent t-test.

The conclusion of the mean difference was in favour of self-study, which means that autonomous learning competencies are also contributors to academic performance. Parental support remained relevant in the analysis, but it was found that self-study was another important academic determinant.

Table 2

Independent Sample t-test for Self-Study and Parental Help

Variable	t-Value	Sig.	Mean Diff	95% Confidence Interval	Std. Error
Students with Self-Study	52.345	0.000	3.224	3.014-3.632	0.0304
Students with Parental Help	47.478	0.000	2.112	2.005-2.233	0.0550

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Parental Discussion of Studies and Academic Achievement.

Regression analysis revealed that the continuous parental discussion of academic matters remained statistically significant with student academic performance. Although the strength of this correlation is moderate, the result was a sign of the positive impact of daily

academic conversations in the home setting on student attainment. The regression equation in Table 3 demonstrates that there is a statistically significant but weak relationship between student academic attainment and parental volunteer participation in the study ($R = 0.340$). Parental participation in study discussion has only accounted for 14.2% of the variation in academic attainment ($R^2 = 0.142$), with the adjusted R^2 (0.139) indicating little change and a comparatively low explanatory capability. The standard error of 0.217 has reflected the moderate accuracy of predictions. The ANOVA analysis has verified the statistical significance of the model ($F = 50.58$, $p < .001$), and it is evident from the regression sum of squares (12.54) being considerably smaller than the residual (315.2) that parental volunteering has a measurable impact, but that most of the variation in academic achievement comes from other sources.

Table 3

Regression Model: Parental Discussion on Studies and Student Academic Achievement

Model	R	R Square	Adjusted R-Square	Std. Error		
1	0.340 ^a	0.142	0.039	.217		
<i>ANOVA</i>		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	12.5422	1	12.5	50.58	.000
	Residual	315.2	620	0.51		
	Total	327.7	620			

Dependent Variable: Student Academic Achievement

Independent Variable: Parents Discuss Studies

Parental Goal Setting, Academic Achievement, and Student Achievement.

The independent samples t-test outcomes in Table 4 indicate that parental academic goal-setting and academic achievement among secondary school students in District Pishin, Balochistan, have a statistically significant relationship, as the p-values of both variables are highly significant, 0.000. The large mean differences of parental goal-setting (2.398) and academic achievement (3.119) prove that students in conditions of varying degrees of parental goal-setting display a significant difference in their academic results, with the marginally higher mean difference in achievement showing that the practices of parental goal-setting will result in even greater differences in student results. The small standard error values (0.044 and 0.058) indicate the reliability and stability of the results, and the small 95 per cent confidence intervals (2.3112.485 goal-setting and 3.0053.233 achievement) suggest that the estimates are highly precise, as the small confidence interval indicates a high degree of accuracy.

Table 4

Independent Sample t-test for Parental Academic Goal-Setting and Academic Achievement

Variable	t-Value	Sig.	Mean Diff	95% Confidence Interval	Std. Error
Parental Academic Goal Setting	54.160	0.000	2.398	2.3112.485	0.044
Academic Achievement	53.779	0.000	3.119	3.0053.233	0.058

These statistical findings significantly prove the hypothesis that home-based parental support in terms of academic goal setting is significantly related to student achievement, which suggests that the role of educational interventions focused on improving the ability of parents to set academic goals with their children might potentially have a significant impact on the academic performance in the Balochistan cultural setting. The findings revealed that the students whose parents frequently set academic goals tended to perform well academically (Batoool et al, 2024). This statistically significant correlation brings out the favourable contribution of parental planning and academic guidance towards student achievement.

Parental Support, Trust, and School Stress

The independent samples t-test results presented in Table 5 reveal statistically significant ($p < 0.001$) and educationally meaningful relationships between parental encouragement and key student outcomes, demonstrating a consistent trend wherein decreased parental encouragement was significantly associated with lower student confidence (mean difference = -0.573, $t = -27.345$), increased academic stress (mean difference = -0.496, $t = -10.092$), and an overall significant negative effect (mean difference = -0.660, $t = -14.157$). These findings are characterised by high precision, evidenced by very narrow confidence intervals and small standard errors ranging from 0.0304 to 0.0492, further reinforced by the large sample size ($N=620$).

The consistently negative values illustrate that reduced parental support directly corresponds to diminished student confidence and elevated stress levels, positioning parental encouragement as a critical protective factor for student psychological well-being. Findings without doubt demonstrated that less parental support leads to less student confidence and more academic stress. Consequently, when lacking adequate emotional support provided by their parents, students tend to become less self-confident in their academic activities and become more pressured (Hari, 2022; Loka & Suryanto, 2024).

Table 5

Independent Sample t-test for Parental Encouragement, Confidence and Academic Stress

Variable	t-Value	Sig.	Mean Diff	95% Confidence Interval	Std. Error
Parental Encouragement	-14.157	0.000	-0.660	2.382.69	0.0544
Confidence Level	-27.345	0.000	-0.573	2.612.83	0.0533
Academic Stress	-10.092	0.000	-0.496	-0.593-0.399	0.0492

Parental Awareness, Self-Regulation and Academic Achievement

The null hypothesis is strongly rejected by the results of the independent t-test presented in Table 6, as the null hypothesis does not hold much water with the characteristic of parental awareness being a significant contributor to student outcomes. The statistically significant negative correlation ($p < 0.001$) demonstrates that poorer student self-regulation (mean difference = -0.660, $t = -17.345$) and significantly lower academic performance (mean difference = -0.640, $t = -16.599$) are always accompanied by lower parental awareness. Parental awareness has a low contribution (mean difference = -0.173, $t = 5.701$), but its effects are significant when it influences the behaviour of the students. The low standard errors (0.0304, 0.0388) and narrow confidence ranges affirm the precision of estimates, whereas the

fact that the sample size (N=620) is large increases reliability. These results were one of the best results on parental awareness. Poor self-regulation and poor academic achievement were found among students whose parents had low cognisance of academic status (Isufi & Haskuka, 2024). This finding is an important correlation that exists among parental awareness, study discipline, time management and academic efficacy.

Table 6

Independent Sample t-test for Parental Awareness, Self-Regulation and Academic Performance

Variable	t-Value	Sig.	Mean Diff	95% Confidence Interval	Std. Error
Parental Awareness	-5.701	0.000	-0.173	-0.233-0.133	0.0304
Student Self-Regulation	-17.345	0.000	-0.660	-0.734-0.585	0.0380
Poor Academic Performance	-16.599	0.000	-0.640	-0.715-0.564	0.0388

Parental Dropping-off, Punctuality and Discipline

The findings of Table 7 indicate that the parental drop-off is strongly related to better student timeliness and discipline. The statistical analysis has shown a strong and statistically significant relationship for the two variables, with extremely large negative t-values of -27.975 ($p < 0.001$) for transportation method and -23.862 ($p < 0.001$) for Student discipline. The negative mean differences (-1.45 for mode of transportation and -0.857 for discipline) indicate that the parental dropping-off consistently predicts better outcomes. However, the extremely low 95% confidence intervals ([-1.561, -1.356] for transportation and [-0.928, -0.787] for discipline) that do not contain zero establish both the statistical significance and accuracy of the estimates, and the very small standard errors (0.0521 and 0.035, respectively) further establish the validity of the findings. The findings of this paper have also shown that school drop-off and student punctuality and discipline were strongly related. The students who were driven to school by their parents were more apt to adhere to a better schedule and more suited in the classroom.

Table 7

Independent Sample t-test for School Transportation and Student Discipline

Variable	t-Value	Sig.	Mean Diff	95% Confidence Interval	Std. Error
Mode of School Transportation	-27.975	0.000	-1.45	-1.561-1.356	0.0521
Student Discipline	-23.862	0.000	-0.857	-0.928-0.787	0.035

Discussion

The current inquiry implies that such a factor of the student's academic and behavioural growth in District Pishin is the home-based parental support (Candel & Escote,

2024; Khan & Sajjad, 2017; Werang et al., 2024). Parental awareness was one of the variables that were analysed with immense importance. When parents monitored their children's academic performance, their children exhibited more self-control and academic performance (Xiao, 2024; Zahid et al., 2025). This observation suggests not only that parental awareness is a general issue, but that awareness directly affects the way students organise their studies and address their educational needs.

Parental support was also reported to be a burden in the study. The confidence and academic stress levels were also lower in students whose parents reported lower levels of encouragement (Lin et al., 2024). This relationship suggests a tight connection between parental emotional support and school functionality (Loka & Suryanto, 2024; Shah & Sajjad, 2024). In many cases, students require not only practical assistance, but emotional support that what they are doing is appreciated and their issues are comprehended.

A regular parent-child discussion about school activities was also noted to be beneficial. Even daily communication on school-related activities can have a positive influence on the achievement of students (Farmer, 2024; Zaman et al., 2025). How Parental Involvement Coincides with Student Achievement: How to Get Parents Involved? This finding is quite applicable where most parents might be constrained by their low literacy/level or workload to offer further academic assistance. Even simple conversations, held regularly, in such situations, are a powerful form of support.

Student achievement was also connected with parental academic goal-setting. Having parents assist in helping students focus and having the end in mind in their learning process helps students perform better (Irwan & Aslan, 2024; Rehman et al., 2023; Sajjad et al., 2016). But the observation in the case of self-study and parental assistance was a more intricate tale. Even though parental assistance was also beneficial, independent study also became a significant factor. This implies that not over-reliance and support by parents might maximise support effectiveness. A parent can be the best person who can assist students by providing them with guidance and, at the same time, helping them become independent in their learning.

Another illustration of how even practical types of support can positively affect student behaviour is the results regarding parental school drop-off and discipline. These provisions might assist the students in time keeping, minimising distraction, and maintaining a much more stable school-attending routine.

In District Pishin, parental support at home does not stop with help with homework. It consists of emotional support, informational consciousness, regular communication, academic planning, and practical support. All these multidimensional aspects influence the student learning process.

Conclusion

This study concludes that home-based parental support has a significant influence on student motivation, confidence, self-regulation, discipline, and performance of secondary schools in the District of Pishin, Balochistan. Parental awareness, emotional support, and frequent communication with the student were proven to be of particular importance. Student outcomes and results of self-study and parental assistance were also interpreted differently and had a positive correlation with academic goal-setting and parental school drop-off.

The success of the students in this aspect cuts across the school-based factors. The parents in the house, their regularity in communicating, their knowledge of the academic performance of their children and emotional support all contribute greatly. Even the plain and regular parental support procedures can have considerable effects on the progression of the students and their academic course, both in rural and resource-limited backgrounds.

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