Parental Involvement and Student Motivation in Mathematics: A PRISMA-Based Systematic Review

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Abstract. Parental involvement plays a crucial role in fostering students' motivation and academic success in mathematics. This study aims to systematically examine the relationship between parental engagement and students' motivation in mathematics learning by employing a Systematic Literature Review (SLR) following the PRISMA methodology. Drawing from 300 peer-reviewed studies, the findings reveal that various forms of parental involvement—including direct academic support, emotional encouragement, and school communication—enhance students' intrinsic motivation and academic perseverance. This study integrates multiple theoretical frameworks, including Self-Determination Theory, Social Learning Theory, and Bronfenbrenner's Ecological Systems Theory, to illustrate how parental support fosters students' mathematical confidence and long-term academic aspirations, particularly in STEM fields. However, disparities in parental engagement due to socio-economic and cultural factors highlight the need for targeted interventions. The novelty of this study lies in its systematic approach to synthesizing existing literature on parental involvement and mathematical motivation within the context of Indonesia's educational system. By providing evidence-based recommendations, this research contributes to the development of inclusive strategies for strengthening parental engagement through structured parent-school collaborations and digital learning initiatives. These findings offer valuable insights for educators and policymakers to enhance students' mathematical motivation and performance, ultimately contributing to more equitable educational outcomes.

Keywords: Parental Involvement, Mathematics Motivation, Systematic Literature Review (SLR), Self-Determination Theory, STEM Education, Educational Equity, Parent-School Collaboration.

1 Introduction

Motivation is a critical determinant of students' academic success, particularly in subjects requiring logical reasoning and problem-solving skills, such as mathematics [1]. Unlike other disciplines, mathematics necessitates not only conceptual mastery but also persistence and critical thinking, both of which are deeply influenced by students' motivation. Motivation in learning can be classified into intrinsic and extrinsic categories, both of which drive students to engage with academic material and strive for excellence

A. Hendriyanto et al. (eds.), *Proceedings of the 5th International Conference on Education, Humanities, and Social Science (ICEHoS 2025) – Japan Series*, Advances in Social Science, Education and Humanities Research 940,
https://doi.org/10.2991/978-2-38476-450-1_17

[2]. Self-Determination Theory suggests that students' motivation is driven by the need for autonomy, competence, and relatedness, which significantly impact their learning experience [3]. Research indicates that high motivation in mathematics correlates with increased effort, resilience, and ultimately, improved academic performance [4]. Furthermore, motivation theories emphasize the importance of a growth mindset, where students believe that their abilities can develop through effort and perseverance [5]. Therefore, understanding the cognitive, social, and environmental factors that influence motivation in mathematics is essential for enhancing student achievement in this fundamental subject.

One of the primary determinants of students' motivation in mathematics is parental involvement. As a supportive framework, parental engagement fosters both intrinsic and extrinsic motivation, leading to greater academic success. Studies have shown that students whose parents actively participate in their learning process tend to achieve higher academic outcomes [6]. This involvement can take various forms, such as assisting with homework, promoting perseverance, and fostering a positive attitude toward learning. Vygotsky's Sociocultural Theory suggests that parental involvement serves as a form of scaffolding, where guidance from more knowledgeable individuals—such as parents—enhances a child's ability to solve complex problems [7]. Additionally, Bronfenbrenner's Ecological Systems Theory highlights the influence of immediate environments, such as family, on a child's academic development [8]. Emotional and academic support from parents significantly enhance students' confidence and persistence in tackling mathematical problems [9]. When parents actively encourage problem-solving and provide a nurturing academic atmosphere, students develop higher self-efficacy in mathematics [10]. Consequently, parental involvement plays a vital role in shaping students' motivation, bridging the gap between school and home learning environments, and fostering the academic resilience necessary for success in mathematics.

The significance of motivation in learning mathematics extends beyond immediate academic performance. Motivation influences students' long-term attitudes toward learning and problem-solving, encouraging a growth mindset—where they believe that effort and perseverance lead to skill improvement [11]. This perspective is particularly crucial in mathematics, a subject often perceived as challenging. Mindset Theory emphasizes that students with a growth mindset are more likely to embrace challenges and persist despite difficulties, leading to improved mathematical competence [12]. Additionally, Expectancy-Value Theory suggests that students are more motivated to engage with mathematics when they perceive it as valuable for their future goals [13]. Research has shown that students who develop strong mathematical motivation are more likely to pursue STEM-related careers [14]. Given this context, parental involvement becomes even more critical. Parents can play a pivotal role in fostering motivation by creating a conducive learning environment at home and maintaining communication with teachers to support their children's academic needs [15]. Ecological Systems Theory highlights the importance of family and school as interconnected environments that shape a student's educational development [16]. By actively engaging in their child's learning, parents help reinforce the motivational structures necessary for long-term success in mathematics.

This study is conducted within the framework of Indonesia's education system, where, despite recent improvements, challenges in mathematics education persist. While the national curriculum emphasizes mathematics as a core subject, many students continue to struggle with motivation and performance in this area [17]. International assessments, such as the PISA tests, reveal that Indonesian students perform at a lower level compared to their global counterparts [18]. However, their motivation to engage with mathematics remains lower than that of students in higher-performing nations like Singapore and Finland. This discrepancy in motivation is influenced by multiple factors, including curricular limitations, teaching quality, and broader socio-cultural influences such as parental involvement in education [19]. Studies have indicated that in countries where parental support is strong, students exhibit higher motivation and achievement in mathematics [20]. This suggests that enhancing parental involvement in Indonesia may contribute to improved mathematical motivation and performance.

Research Gap and Objectives Despite the recognized importance of parental involvement, there is limited research exploring its specific impact on students' motivation in the Indonesian educational context. Previous studies have examined parental engagement in general but have not sufficiently analyzed its role in fostering mathematical motivation within Indonesia. To address this gap, this study employs a Systematic Literature Review (SLR) using the PRISMA approach. The PRISMA methodology ensures transparency, rigor, and reproducibility in the review process, facilitating an in-depth analysis of existing literature [21]. A systematic search for relevant studies, coupled with stringent inclusion and exclusion criteria, guarantees that the findings are based on high-quality, peer-reviewed sources [22]. This approach synthesizes evidence from diverse contexts, providing a holistic perspective on how parental involvement shapes students' motivation in mathematics. The use of SLR and PRISMA in educational research has been widely supported by previous studies, as it allows for the identification of patterns and relationships within existing literature [23].

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2 Materials and Methods

This study employs a Systematic Literature Review (SLR) methodology following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework. The SLR approach was chosen due to its ability to systematically collect, evaluate, and synthesize existing research, ensuring a rigorous and transparent analysis of the factors influencing students' motivation in learning mathematics, with a particular focus on parental involvement [27]. PRISMA is widely recognized for its structured approach in improving the accuracy and credibility of systematic reviews [28]. It emphasizes comprehensive literature searches, minimizing bias, and enhancing the reproducibility of results. Furthermore, highlight that SLRs provide a methodological framework for aggregating empirical evidence, making them particularly suitable for educational research [29]. By employing PRISMA, this study ensures the inclusion of high-quality, peer-reviewed literature, reducing the risk of bias and strengthening the reliability of findings. The integration of this approach is instrumental in identifying key trends, relationships, and gaps in the literature, ultimately contributing to a more profound understanding of parental involvement in shaping students' motivation in mathematics.

2.1 Literature Search and Article Selection Process

In January 2025, we conducted a comprehensive literature search using Google Scholar and ScienceDirect, focusing on key terms such as "motivation in mathematics learning," "parental involvement in education," "academic achievement in mathematics," and "student motivation in mathematics." We employed Boolean operators (AND, OR) to refine our search and retrieved 2,300 articles. Following the PRISMA methodology, we systematically screened and selected relevant studies. After removing duplicates, we had 1,500 articles left. We then assessed the abstracts and titles, narrowing the selection to 500 articles for full-text review. Based on our inclusion and exclusion criteria, we finalized a set of 300 high-quality articles for analysis.

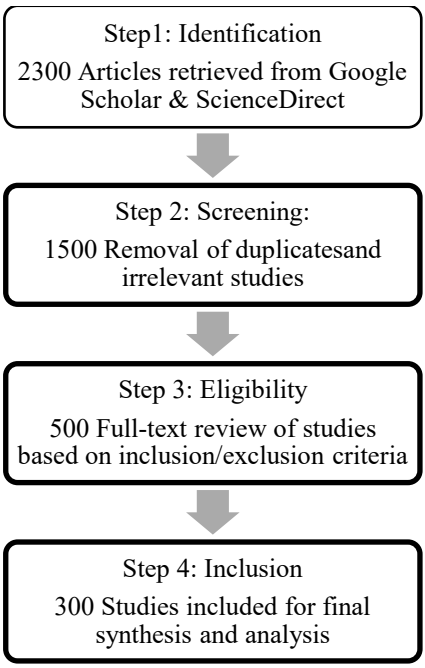

Fig. 1. PRISMA framework

2.2 PRISMA-Based Study Selection Process

Inclusion and Exclusion Criteria

To ensure the selection of high-quality and relevant studies for this systematic literature review, specific inclusion and exclusion criteria were applied [30]. The inclusion criteria required that studies be published in Google Scholar and ScienceDirect journals between 2016 and 2025. Additionally, the studies needed to focus on examining the relationship between parental involvement and student motivation in mathematics. Only empirical studies, both quantitative and qualitative, with clear and transparent methodologies were considered for inclusion. Furthermore, articles had to be written in English to maintain consistency and readability across the review. On the other hand, the exclusion criteria ruled out studies that focused on parental involvement in subjects other than mathematics. Theoretical studies without empirical data were also excluded, as well as policy reports that were not based on peer-reviewed academic studies. Additionally, articles written in languages other than English were excluded unless an official translation was provided.

Identification Phase

The literature search was conducted using Google Scholar and ScienceDirect, two widely recognized academic databases that provide comprehensive access to peer-re-

viewed studies. These databases were selected due to their extensive coverage of educational and psychological research, particularly in the domain of student motivation and parental involvement. Selecting appropriate databases is crucial for ensuring a comprehensive and unbiased review. Google Scholar, despite its broad coverage, may include gray literature, whereas ScienceDirect provides a more curated collection of scholarly articles from reputable journals [31]. The search was performed in January 2025, focusing on articles published between 2016 and 2025 to ensure the inclusion of the most recent and relevant studies. The use of a restricted time frame aligns with best practices in systematic reviews, which emphasize prioritizing recent literature to reflect the latest developments in the field [32]. The search process utilized specific keywords to retrieve relevant studies, including "motivation in mathematics learning," "parental involvement in education," "academic achievement in mathematics," "student motivation in mathematics," "parental support in STEM education," and "family influence on student success in mathematics." These keywords were applied consistently across both databases to ensure comprehensive coverage of relevant literature. Boolean operators (AND, OR) were employed to refine search results, ensuring that studies capturing the intersection of parental involvement and students' motivation in mathematics were accurately retrieved. Additionally, truncation and wildcards were applied where necessary to enhance the comprehensiveness of the search and mitigate the risk of missing relevant studies due to variations in terminology. This structured approach ensured the identification of the most pertinent research articles while minimizing potential biases in selection.

Screening Phase

To ensure the selection of high-quality and relevant studies, predefined inclusion and exclusion criteria were applied, following recommendations on systematic review methodology [33]. The inclusion criteria encompassed studies that specifically address motivation in learning mathematics, research that explores the role of parental involvement in education, and peer-reviewed journal articles, conference papers, and academic reports published within the designated time frame. Only studies available in English were considered, as language constraints can impact accessibility and comprehension [34]. Additionally, studies employing both qualitative and quantitative research designs were included to provide a comprehensive understanding of the phenomenon.

The exclusion criteria were carefully defined to maintain the methodological rigor of the review. Articles published before 2016 were excluded to ensure the findings reflect the most current trends and research developments [35]. Studies that did not focus on the educational context of mathematics or parental involvement were removed to maintain the relevance of the review. Furthermore, articles in languages other than English were excluded due to potential translation inconsistencies, which could lead to misinterpretation of data. Non-peer-reviewed literature, such as books, editorial pieces, or opinion articles, were also excluded to uphold the credibility and reliability of the synthesized evidence. By employing these rigorous criteria, this study ensures the selection of methodologically sound and thematically relevant literature for a robust analysis of parental involvement and student motivation in mathematics.

Eligibility Phase
The selection process adhered strictly to the PRISMA guidelines, ensuring methodological rigor and transparency at each stage [36]. The eligibility phase entailed a detailed evaluation of the full-text articles to ensure methodological soundness and thematic relevance. Studies that lacked empirical data or did not provide substantial insights into the interplay between parental involvement and student motivation were excluded. Ultimately, a refined dataset of 300 studies was finalized for synthesis, ensuring a well-rounded and high-quality evidence base to support the research findings.

Inclusion Phase
The final inclusion process ensured that only studies meeting all eligibility criteria were integrated into the review [37]. A total of 300 articles that exhibited strong methodological rigor and thematic alignment were selected for in-depth synthesis. The studies selected represent a diverse range of perspectives and methodologies, enhancing the reliability of the review findings.

2.3 Data Extraction and Thematic Synthesis

Data extraction and thematic synthesis were employed to systematically analyze the selected studies, following best practices outlined for thematic analysis in qualitative research [38]. Extracted data focused on key themes, including forms of parental involvement, the impact of parental support on motivation, and the relationship between motivation and academic achievement in mathematics. The extraction process was guided by well-defined parameters, including the types of parental engagement (e.g., homework assistance, teacher communication, emotional support), motivation factors (intrinsic and extrinsic), and academic outcomes. To ensure a structured and reliable synthesis, a thematic analysis framework was applied to identify patterns, differences, and relationships across studies [39]. The themes were derived through an iterative coding process, beginning with open coding to identify recurring concepts, followed by axial coding to establish relationships between themes, and selective coding to refine the overarching themes that emerged from the data. This systematic approach facilitated the organization of findings into thematic categories, providing a deeper understanding of how parental involvement influences student motivation. Additionally, inter-coder reliability was ensured through a double-coding process, where two independent researchers analyzed a subset of the studies and resolved discrepancies through discussion until a consensus was reached. This procedure minimized bias and enhanced the validity of the synthesized findings. By employing these rigorous analytical techniques, this study ensures that the extracted data provide a comprehensive and credible synthesis of the literature, reinforcing the robustness of the overall systematic review.

Quality Assessment
To maintain the credibility and reliability of the review, a comprehensive quality assessment of the selected studies was conducted, adhering to best practices in systematic reviews [40]. The evaluation focused on multiple factors, including relevance to the

research topic, methodological rigor, transparency in reporting results, and the robustness of data collection and analysis methods [41]. Ensuring a high level of methodological quality is essential for synthesizing reliable findings, as emphasized in systematic quality appraisal literature [42]. The assessment was guided by established quality evaluation frameworks, including the Newcastle-Ottawa Scale (NOS) for observational studies and the Critical Appraisal Skills Programme (CASP) for qualitative research. The NOS was applied to evaluate non-randomized studies based on three primary domains: selection of participants, comparability of groups, and ascertainment of outcomes [43]. Meanwhile, CASP provided a structured assessment for qualitative studies, focusing on research design, credibility, and reflexivity. Each study was independently assessed by two reviewers, and discrepancies in quality ratings were resolved through discussion. Incorporating these frameworks ensured a balanced evaluation of studies employing different methodologies, reducing the risk of bias and enhancing the validity of the synthesized evidence. By implementing a systematic and transparent methodology, this study provides a reliable synthesis of existing literature on the role of parental involvement in shaping students' motivation in mathematics. The findings contribute valuable insights to education and psychology, informing policy recommendations aimed at enhancing parental engagement strategies to support student success.

3 Result

To ensure methodological rigor, two independent reviewers evaluated the selected studies, resolving any discrepancies through discussion. The PRISMA flow diagram (Figure 1) illustrates this structured selection process, highlighting the stages of identification, screening, eligibility assessment, and final inclusion. The flow diagram effectively visualizes the PRISMA process followed in this study. Initially, a total of 2,300 articles were retrieved from the Google Scholar and Science Direct databases during the identification phase. In the screening stage, duplicates and irrelevant studies were removed, leaving 1,500 articles for further consideration. The next step, eligibility assessment, involved a full-text review of these 1,500 articles based on the predefined inclusion and exclusion criteria, resulting in 500 articles that met the necessary requirements for detailed analysis. Finally, during the inclusion phase, the final set of 300 articles was selected and included in the synthesis for further examination and interpretation. Quality assessment was conducted using the Newcastle-Ottawa Scale (NOS) for observational studies and the Critical Appraisal Skills Programme (CASP) for qualitative research, ensuring that only robust and credible studies were included.

3.1 Synthesis of Key Themes and Findings

Our analysis of the selected studies revealed three main themes regarding parental involvement in students' motivation to learn mathematics: types of parental involvement, its impact on student motivation, and its influence on academic performance. Many studies explored different ways parents engage in their children's mathematics learning.

A common form of involvement is providing homework assistance. Parents who actively help with homework—clarifying concepts, discussing problems, and encouraging effort—enable students to develop greater persistence and confidence. Another crucial factor is communication between parents and teachers. Studies indicate that regular parent-teacher interactions help parents understand their child's academic progress and challenges. Emotional support also plays a significant role. When parents offer encouragement and positive reinforcement, students are more likely to develop a growth mindset, which is essential for sustained motivation in mathematics.

The impact of parental involvement on student motivation is consistently positive. Research shows that children whose parents actively participate in their education exhibit higher levels of intrinsic motivation—their genuine interest in learning mathematics. Parents foster a sense of autonomy and competence, leading children to engage more deeply with mathematical concepts. Students who receive strong parental support are more likely to persist through challenges, ultimately improving their performance. Additionally, parental encouragement has been linked to reduced anxiety in mathematics, which is often a barrier to success. Beyond motivation, parental involvement directly correlates with academic performance in mathematics. Studies consistently show that students with engaged parents perform better on tests and develop a deeper understanding of mathematical concepts. Students who perceive their parents as actively involved in their education are more likely to develop positive attitudes toward mathematics and pursue advanced studies in STEM fields. Moreover, long-term parental involvement supports students' academic trajectories, increasing their likelihood of excelling in mathematics-related careers. These findings emphasize the importance of parental engagement in fostering students' motivation and success in mathematics. Encouraging schools to strengthen parent-teacher collaboration, providing resources to help parents support their children's learning, and promoting home-based educational activities could significantly enhance students' mathematical motivation and achievement. By integrating these strategies, educators and policymakers can create a more supportive learning environment that empowers students to thrive in mathematics.

Influence of Socio-Economic and Cultural Disparities

The findings also highlight the role of socio-economic and cultural disparities in shaping parental involvement. Studies indicate that parents from higher socio-economic backgrounds are more likely to engage in their children's mathematics learning due to greater access to educational resources, time availability, and higher levels of education. Conversely, parents from lower-income households may face barriers such as limited access to technology, financial constraints, and demanding work schedules, which restrict their ability to provide direct academic support. Cultural norms also influence the extent and nature of parental involvement. In some cultures, parental engagement is more indirect, emphasizing encouragement and expectations rather than direct academic assistance. Understanding these disparities is crucial in designing interventions that accommodate diverse socio-economic and cultural backgrounds, ensuring that all students receive adequate support regardless of their circumstances.

Research Questions and Their Contributions

To provide a structured analysis, this study addresses the following research questions (RQs):

- How does parental involvement influence students' motivation to learn mathematics? This question seeks to understand the specific mechanisms through which parental engagement fosters student motivation. The study synthesizes evidence on how various forms of parental support—such as academic assistance, emotional encouragement, and parental expectations—contribute to students' persistence, self-efficacy, and enthusiasm for learning mathematics.
- What types of parental involvement are most effective in improving students' mathematical motivation and academic performance? By categorizing different forms of parental engagement, this question aims to identify which strategies have the greatest impact on student outcomes. The findings highlight that direct academic support, frequent parent-teacher communication, and motivational reinforcement are among the most effective interventions.
- How do socio-economic and cultural factors shape parental involvement in students' mathematics learning? This question addresses the disparities in parental engagement across different socio-economic and cultural contexts. The study examines how financial constraints, work obligations, and cultural expectations influence the level and type of parental support provided to students. Understanding these variations is critical for developing inclusive educational policies and interventions.

These research questions are interrelated, collectively providing a comprehensive understanding of the impact of parental involvement on students' motivation and performance in mathematics. They also align with existing theories, such as Bronfenbrenner's Ecological Systems Theory and Self-Determination Theory, reinforcing the theoretical foundations of this study.

Table 1. Parental involvement categories and their impact on student motivation.

Parental involvement category	Forms of involvement	Impact on student motivation
Direct academic support	Helping with homework, providing tutoring, offering additional learning resources	Enhances concept understanding, strengthens academic resilience, boosts confidence in mathematics
Communication with school	Attending parent-teacher meetings, monitoring academic progress, engaging with teachers	Ensures student progress tracking, increases student awareness of the importance of education
Emotional and motivational support	Providing encouragement, reinforcing a positive learning environment	Reduces math anxiety, fosters a growth mindset, increases academic persistence
Academic expectations	Encouraging high achievement, setting clear academic goals	Develops positive attitudes toward mathematics, enhances academic aspirations

4 Discussion

The findings of this study provide a comprehensive understanding of how parental involvement influences students' motivation in learning mathematics. The systematic literature review revealed that various forms of parental engagement, including homework assistance, communication with teachers, and emotional support, contribute significantly to students' motivation and academic performance. These findings align with prior research highlighting the role of parental involvement in fostering students' engagement and persistence in mathematics [44]. This study reinforces the notion that motivation is not solely an intrinsic characteristic but is also shaped by external support systems, particularly the home environment.

From a theoretical perspective, this study corroborates Self-Determination Theory, which posits that students develop intrinsic motivation when their basic psychological needs for autonomy, competence, and relatedness are met [45]. Parental involvement directly supports these needs by providing academic guidance, emotional encouragement, and an environment conducive to learning. Social Learning Theory further suggests that students model their attitudes and behaviors based on observed parental attitudes toward mathematics [46]. Parents who express enthusiasm and confidence in the subject can help shape their children's positive mathematical self-concept and persistence. Additionally, Bronfenbrenner's Ecological Systems Theory highlights the interconnectedness of various environments that shape a child's development, emphasizing that parents act as a primary microsystem that bridges the gap between school instruction and home learning, thereby reinforcing mathematical motivation in children [47].

While theoretical integration provides valuable insights, translating these findings into practice is crucial. Schools can implement structured parental engagement programs that encourage direct academic support, such as mathematics workshops for parents and interactive homework assistance strategies. Additionally, promoting parent-teacher collaboration through regular meetings and digital communication platforms can enhance parental awareness of their child's progress. Schools should also provide accessible online resources that guide parents in fostering a supportive learning environment at home. Moreover, targeted interventions in socio-economically disadvantaged communities, such as mentoring programs and subsidized tutoring, can help bridge educational gaps caused by disparities in parental involvement.

The impact of these findings extends beyond academic performance to long-term educational and career choices. Expectancy-Value Theory suggests that students who perceive mathematics as valuable are more likely to persist in their studies and consider careers in STEM fields [48]. Research indicates that parental involvement significantly enhances student motivation in mathematics, with academic support from parents correlating positively with student achievement [49]. However, excessive parental control may negatively impact motivation, contradicting the autonomy-supportive learning principles of Self-Determination Theory [50]. This highlights the importance of a balanced approach, where parents provide encouragement without exerting undue pressure.

Despite its positive impact, parental involvement presents challenges in terms of measurement variability, socio-economic disparities, and cultural differences. Some

studies focus on direct engagement, such as assisting with homework, while others emphasize broader aspects, such as parental expectations and attitudes. This inconsistency complicates cross-study comparisons and limits generalizability. Additionally, reliance on self-reported data from students and parents introduces potential bias, as social desirability may lead parents to overestimate their level of involvement [51]. Future research should incorporate objective measures, such as teacher assessments or observational studies, to enhance reliability. Another significant challenge is the socio-economic disparity in parental involvement. Parents from higher socio-economic backgrounds are more likely to engage actively in their children's education due to greater access to resources, higher levels of education, and increased availability of time. In contrast, lower-income families may face economic constraints that limit their ability to provide direct academic support [52]. This disparity is explained by Cultural Capital Theory, which posits that families with greater economic and educational capital transmit academic advantages to their children, reinforcing systemic inequalities [54]. Additionally, Social Capital Theory highlights the role of community networks and parental engagement in shaping students' educational outcomes [53]. Lower-income parents, due to economic constraints, may have limited interactions with educators and fewer opportunities to advocate for their children's academic needs, which can contribute to disparities in student performance.

To mitigate these disparities, schools and policymakers should consider implementing targeted interventions such as after-school tutoring, parental education workshops, and community mentorship initiatives. Digital tools, such as mobile applications and online learning platforms, can also facilitate parental engagement by providing flexible resources for parents with limited time availability. Additionally, further research should explore how culturally responsive parental engagement strategies can be tailored to diverse educational settings. Longitudinal studies are recommended to assess the long-term impact of parental involvement on students' academic trajectories and career choices. By integrating both theoretical perspectives and practical applications, this study contributes to the broader discourse on how parental involvement can be optimized to improve students' motivation and academic success in mathematics. Strengthening parent-school collaboration and addressing socio-economic disparities through targeted policies will be essential in fostering an equitable educational landscape.

5 Conclusion

This study underscores the critical role of parental involvement in shaping students' motivation and academic success in mathematics. The systematic literature review, conducted using the PRISMA methodology, reveals that active parental engagement—ranging from homework assistance and teacher communication to emotional support—significantly enhances students' intrinsic and extrinsic motivation. The findings align with established psychological and educational theories, such as Self-Determination Theory, Social Learning Theory, and Bronfenbrenner's Ecological Systems Theory, reinforcing the notion that motivation is a dynamic construct influenced by home and school environments. In response to the research questions, this study concludes that

parental involvement directly contributes to students' motivation in mathematics by fostering a sense of autonomy, competence, and relatedness, as suggested by Self-Determination Theory. Additionally, different forms of parental engagement, including academic assistance, parental expectations, and school communication, play a crucial role in shaping students' attitudes and persistence in learning mathematics. The study also highlights that socio-economic and cultural disparities influence the extent and effectiveness of parental involvement, indicating the need for tailored interventions to support diverse student populations.

Furthermore, the research findings confirm that students with supportive parental involvement are more likely to develop strong mathematical identities, reduced anxiety, and increased persistence, ultimately leading to better academic performance and a higher likelihood of pursuing STEM-related careers. These insights highlight the necessity of policies and educational strategies that promote stronger parent-school collaboration, ensuring that all students receive the support needed to thrive in mathematics. Future research should explore longitudinal studies to assess the long-term impact of parental engagement on students' academic trajectories and career choices, as well as investigate the role of digital tools in facilitating parental involvement across different socio-economic contexts.

6 Limitations, Future Research, and Implication

Despite its valuable contributions, this study has several limitations. First, the measurement of parental involvement varies across studies, making cross-comparisons challenging. While some research focuses on direct engagement, such as helping with homework, others emphasize broader aspects like parental attitudes and expectations. Future research should develop standardized metrics to evaluate parental involvement more consistently. Additionally, much of the existing literature relies on self-reported data, which may introduce bias. Future studies should incorporate objective measures, such as teacher evaluations or direct observations, to enhance data reliability. Another limitation pertains to socio-cultural differences in parental engagement. Parental involvement is shaped by cultural norms and economic factors, meaning that strategies effective in one context may not be universally applicable. Future research should explore culturally responsive models of parental engagement that accommodate diverse educational settings. Furthermore, socio-economic disparities significantly affect parental involvement, with lower-income families often facing barriers such as limited time and resources. Policymakers should implement targeted interventions, such as school-based mentorship programs and community workshops, to support students who may lack sufficient parental guidance. From a practical standpoint, the findings of this study have several implications for educators, policymakers, and parents. Schools should foster stronger parent-teacher communication channels and provide resources that empower parents to support their children's mathematical learning. Additionally, integrating technology-based learning tools could help bridge gaps in parental involve-

ment, especially in communities with limited access to traditional educational resources. By addressing these challenges, future research and educational policies can create a more equitable and supportive learning environment for all students.

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