

Research Article



The Impact of Parental Motivation on Students' Academic Outcomes in Nepal: Evidence from Selected Secondary Schools and Implications for Educational Development

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ABSTRACT

Parental motivation is really important for students' educational experiences. How well they do in school. We do not know much about how it affects students in Nepal. This study looks at how parental motivation affects the outcomes of secondary school students in some schools in Nepal. It also thinks about what this means for education in Nepal.

The study used a questionnaire to collect data from 106 secondary school students. The data was looked at using computer programs. The results show that most students get encouragement and support from their parents. In fact, 93.4% of students said their parents help them with their education. The study also found that how education a student's parents have is important. If a student's parents have an education they are more likely to think education is important.

The study found that parental motivation does have an effect on how well students do in school. This effect is not very strong. Many things can affect how well a student does in school including how much their family supports them how good their school is and what the student is like. Students think their parents are very important for their education and their future plans.

The study says that parental motivation is a valuable thing for education. It helps students want to learn and do well in school. If schools work with parents and help them understand how important they are this could lead to educational outcomes, in Nepal. Parental motivation is something that can really help students do well in school and have a future.

1. Introduction

Education is really important for people to grow and for a country to make progress. What students learn in school will affect what they can do in the future. It will also affect what kind of job they can get and how money they can make. Schools and teachers play a role in what students learn but the family is also very important. One thing that really matters is how much parents want their kids to do well in school.

When parents want their kids to do well they help them. Support them. They make sure their kids have a place to study and they ask them about their schoolwork. They also talk to them about what they want to be when they grow up. They encourage them to keep trying even when things get tough. This helps kids feel more confident and want to learn more. It also helps them do better in school.

Lots of studies have shown that when parents care about their kids' education the kids do better in school. These studies have been done in different countries. They show that kids whose parents expect them to do well and who talk to them

about school do better than kids whose parents do not do these things. Parents can also help their kids be more disciplined and feel better about themselves. This is important for kids to do well in school and in life.

In Nepal education is very important for the country to develop. Many kids are in school now than in the past. Some kids still do not do as well as others. This can be because of things, including how much money their family has and how much education their parents have. So, it is really important for parents to help their kids do well in school.

Not many studies have been done on how parents can help their kids do better in school in Nepal. Most studies have looked at things like how much money a family has or how much education the parents have. We need to know more about how parents can help their kids do well in school. This is especially true for kids in school. We need to know how parents can help their kids learn and grow.

* We know that education is important for kids to grow and for the country to develop.

* We know that parents play a role in how well their kids do in school.

* We need to know more about how parents can help their kids do better in school in Nepal.

* We need to do studies on this topic so we can help kids in Nepal do better in school.

Education is the key to a life. When parents care about their kids' education the kids are more likely to do and have a better life. In Nepal we need to make sure that all kids have the chance to get an education. This will help the country develop and make progress. Parents can help their kids by supporting them and encouraging them to do their best. This will help the kids feel more confident and do better in school.

We should do research on how parents can help their kids do better in school. This will help us understand what works best and how we can help all kids in Nepal do well. We can make a difference in the lives of kids in Nepal by helping them get an education. Education is the key to a future, for everyone.

Understanding the relationship between parental motivation and academic achievement is important not only from an educational perspective but also from a developmental perspective. Improved academic outcomes contribute to the development of a skilled and productive workforce, which is essential for economic growth and national development. By identifying the influence of parental motivation on students' educational success, policymakers, educators, and families can design more effective strategies to strengthen learning environments and improve educational quality.

Present study examines the impact of parental motivation on students' academic outcomes in selected secondary schools in Nepal. The study seeks to provide empirical evidence on the relationship between parental motivation and educational achievement while highlighting its implications for educational development. The findings are expected to contribute to the growing body of knowledge on family influences in education and offer practical recommendations for strengthening parent-school partnerships in support of student success.

Academic achievement is influenced by a complex interaction of individual, family, school, and community factors. Among these, parental motivation has emerged as one of the most influential determinants of students' educational success. Parental motivation refers to the encouragement, emotional support, educational expectations, guidance, and reinforcement that parents provide to stimulate their children's interest in learning and educational achievement. It extends beyond simple parental involvement by emphasizing the motivational and psychological support that encourages students to develop positive attitudes toward education.

Academic outcomes generally include examination scores, grade point averages, classroom participation, attendance, learning engagement, critical thinking skills, and educational aspirations. Researchers increasingly recognize that parental

motivation contributes to these outcomes by shaping students' self-confidence, academic self-efficacy, learning behavior, and persistence in the face of challenges. Consequently, parental motivation has become an important area of investigation within educational research and human capital development studies.

2. Literature Review

Several theoretical frameworks explain how parental motivation influences academic outcomes. Social Cognitive Theory suggests that students learn attitudes and behaviors through observation and interaction with significant role models, particularly parents. When parents demonstrate positive attitudes toward education and encourage academic effort, students are more likely to internalize similar values and develop stronger educational aspirations.

Ecological Systems Theory emphasizes that children's development occurs within interconnected social environments. The family, as the most immediate environment, plays a critical role in shaping students' educational experiences and achievements. Similarly, Social Capital Theory argues that supportive parent-child relationships generate valuable social resources that facilitate learning and educational success. Through communication, encouragement, and guidance, parents provide social capital that enhances students' academic performance and future opportunities.

These theoretical perspectives collectively suggest that parental motivation influences academic outcomes through both direct and indirect pathways, including increased self-confidence, stronger educational aspirations, improved study habits, and greater academic engagement.

Research from North America and Europe consistently demonstrates a positive relationship between parental motivation and academic achievement. One of the most comprehensive meta-analyses conducted by Jeynes examined 54 quantitative studies and found that parental expectations were among the strongest predictors of students' academic achievement across different age groups, ethnic backgrounds, and educational contexts. The study concluded that students whose parents communicated high educational expectations generally achieved better academic outcomes than their peers. ([Sage Journals](#))

Similarly, a large-scale second-order meta-analysis synthesizing evidence from 1,177 primary studies reported a significant positive association between parental involvement and academic achievement. The strongest effects were observed for parental expectations, educational aspirations, and supportive communication, while direct homework assistance showed comparatively weaker effects. ([ScienceDirect](#))

Research conducted across the United States, Canada, and several European countries indicates that parental encouragement enhances students' intrinsic motivation, self-regulation, and academic self-efficacy. Students who perceive strong parental support tend to demonstrate greater persistence, better learning strategies, and higher academic achievement. These findings suggest that parental motivation functions as an

important psychological resource that promotes educational success across diverse educational systems.

European studies have highlighted the significance of family support in promoting educational achievement and reducing educational inequalities. Research conducted in Germany, the United Kingdom, Finland, and the Netherlands demonstrates that parental educational aspirations and emotional support are positively associated with students' academic performance and educational attainment.

A systematic review of parental involvement studies in Europe found that the quality of parent-child interactions often matters more than the quantity of parental involvement. Students whose parents engage in constructive educational discussions, encourage independent learning, and express confidence in their abilities generally achieve higher academic outcomes. European evidence further suggests that parental motivation contributes to students' long-term educational trajectories, including higher educational attainment and successful transitions into higher education. ([Springer](#))

The influence of parental motivation appears particularly strong in many Asian societies, where education is often viewed as a primary pathway for social mobility and economic advancement. Studies conducted in China, South Korea, Japan, Singapore, and India consistently report positive associations between parental expectations and students' academic performance.

In East Asian countries, parents frequently maintain high educational expectations and invest considerable effort in supporting their children's learning. Research has shown that parental encouragement and educational aspirations contribute significantly to students' academic motivation and achievement. The cultural emphasis on educational excellence often strengthens the relationship between parental motivation and academic outcomes.

Studies from South and Southeast Asia have similarly reported that parental encouragement, emotional support, and educational expectations play critical roles in shaping students' educational aspirations and performance. Even in economically disadvantaged households, motivational support from parents can help students overcome educational barriers and maintain strong academic engagement.

Research from African countries provides additional evidence regarding the importance of parental motivation. Studies conducted in Nigeria, Kenya, Ghana, Ethiopia, and South Africa indicate that parental encouragement positively influences students' academic performance, school attendance, and educational aspirations.

In many African contexts, parental motivation serves as a compensatory mechanism where educational resources may be limited. Students who receive consistent encouragement and emotional support from parents often demonstrate greater resilience and persistence in their educational pursuits. Research further suggests that parental aspirations contribute significantly to students' decisions to remain in school and pursue higher education.

Studies from Brazil, Mexico, Chile, and Argentina have reported similar findings. Family encouragement, parental educational expectations, and emotional support have been identified as significant predictors of academic achievement and educational attainment. Researchers argue that parental motivation helps students develop positive attitudes toward learning and strengthens their commitment to educational goals.

Evidence from Latin America also indicates that parental motivation can reduce the negative effects of socioeconomic disadvantages by fostering resilience, educational aspirations, and academic engagement among students from marginalized communities.

A substantial body of meta-analytic research has confirmed the positive relationship between parental involvement and academic achievement. Castro et al. synthesized findings from 37 studies and reported that parental involvement exerts a moderate positive effect on students' academic performance. The strongest associations were observed when parents maintained high educational expectations, communicated regularly about school activities, and supported the development of positive study habits. ([ScienceDirect](#))

Similarly, Wilder's meta-synthesis found that parental expectations represented the most influential dimension of parental involvement, exceeding the effects of direct homework assistance and school-based participation. The study concluded that students benefit most when parents communicate educational aspirations and encourage academic success. ([Taylor & Francis Online](#))

Collectively, these studies suggest that motivational dimensions of parental involvement are more strongly associated with academic achievement than purely supervisory or administrative forms of involvement.

In South Asia, family remains a central institution influencing children's educational experiences. Studies conducted in India, Bangladesh, Pakistan, and Sri Lanka consistently demonstrate that parental motivation positively affects academic performance and educational aspirations.

Parents in South Asian societies often view education as a means of achieving upward social mobility and economic security. Consequently, students frequently experience strong parental expectations regarding academic success. Research indicates that parental encouragement, educational guidance, and emotional support contribute significantly to students' academic achievement and future educational aspirations.

However, researchers also caution that excessive parental pressure may negatively affect students' psychological well-being. Therefore, supportive motivation combined with emotional encouragement appears more beneficial than authoritarian forms of parental control.

In Nepal, educational achievement remains an important determinant of social mobility, employment opportunities, and national development. Although access to education has expanded considerably over the past decades, disparities in academic outcomes continue to persist across socioeconomic groups and geographical regions. Family support remains a

crucial factor influencing students' educational experiences and achievements.

Research examining family-related influences on education in Nepal has generally focused on parental education, socioeconomic status, and parental involvement. Evidence suggests that students from supportive family environments demonstrate higher academic achievement, stronger educational aspirations, and greater learning engagement.

A recent study by Adhikari (2026) found a significant positive relationship between parental education and student outcomes among secondary school students in Nepal. The study reported that students whose parents possessed higher educational attainment exhibited stronger academic motivation, better educational engagement, and improved academic performance. The findings further emphasized that parental encouragement and educational support played important roles in facilitating student success and promoting sustainable educational development (Adhikari, 2026). (ResearchGate)

These findings align with international evidence suggesting that family-based motivational support contributes significantly to students' educational outcomes. However, while parental education and involvement have received increasing attention in Nepalese educational research, the specific role of parental motivation remains relatively underexplored.

The reviewed literature demonstrates a strong and consistent positive relationship between parental motivation and academic achievement across different continents, cultures, and educational systems. Global evidence indicates that parental expectations, emotional support, educational encouragement, and constructive monitoring significantly enhance students' academic outcomes. Nevertheless, several important gaps remain.

First, most existing studies focus broadly on parental involvement rather than parental motivation as a distinct construct. Second, relatively few studies have examined the motivational dimensions of parental support among secondary school students in developing countries. Third, empirical evidence from Nepal remains limited, particularly regarding how parental motivation influences academic outcomes. Fourth, existing Nepalese studies have primarily concentrated on parental education and socioeconomic status, leaving the specific impact of parental motivation insufficiently explored.

Therefore, there is a need for empirical research that examines the influence of parental motivation on students' academic outcomes in Nepal while considering its broader implications for educational development and human capital formation. The present study seeks to address this gap by investigating the relationship between parental motivation and academic outcomes among secondary school students in selected schools in Nepal.

3. Methodology

This study employed a quantitative research design using a descriptive and cross-sectional survey method. The design

was selected because it enables systematic collection and statistical analysis of numerical data to examine the relationship between parental motivation and students' academic outcomes. The data were analyzed using Statistical Package for Social Sciences (SPSS) to ensure accuracy, reliability, and validity of the findings.

The study was conducted at Shree Tribhuvan Shanti Secondary School, Pokhara Metropolitan City -30, Kaski District, Nepal. The target population consisted of students studying at the secondary level, who are directly influenced by parental motivation, educational support, and family academic environment.

A total of 106 respondents were selected for the study. The sample consisted of both male and female students, ensuring gender representation. The sampling technique used was simple random sampling, which provided equal opportunity for all students in the selected schools to participate in the study.

The gender composition of the respondents shows a nearly balanced representation. Out of 106 participants, 52 (49.1%) were male and 54 (50.9%) were female. This indicates that the study includes both genders almost equally, reducing gender bias in the analysis.

The collected data were analyzed using SPSS software. The analysis included:

- Frequency and percentage analysis for demographic variables
- Cross-tabulation analysis to examine relationships between variables
- Descriptive interpretation of parental motivation indicators
- Comparative analysis of academic performance and parental influence variables

The results were presented in figure as well as tables and interpreted in a systematic manner to identify patterns between parental motivation and academic outcomes. The use of SPSS-based analysis ensures statistical reliability, while the structured survey approach strengthens the validity of findings.

The study ensured confidentiality and anonymity of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study before data collection. No personal identifiers were recorded, and data were used strictly for academic research purposes.

4. Results

This section presents and discusses the findings of the study based on data collected from 106 secondary school students. The analysis focuses on understanding the role of parental motivation in shaping students' academic outcomes. Using SPSS software, the collected data were analyzed through descriptive statistics and cross-tabulation techniques to identify patterns and relationships among key variables.

The findings provide insights into students' family educational environment, parental educational background, parental support and motivation, academic monitoring practices, and

students' academic performance. The results are discussed in relation to the study objectives and existing literature to better understand how parental motivation contributes to students' educational success and broader educational development in the Nepalese context.

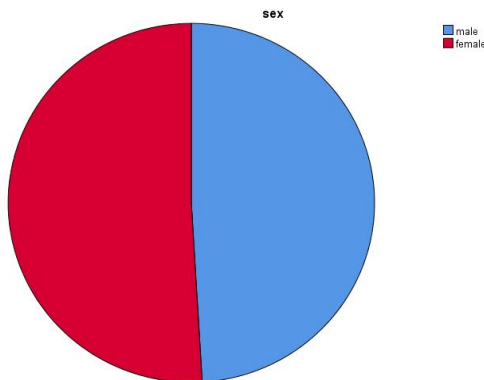
Table 1. Gender Distribution of Respondents

Sex	Frequency	Percent
male	52	49.1
female	54	50.9
Total	106	100.0

Source: field survey,2026

Note: SPSS analysis,2026

Figure 1. Gender Distribution of Respondents



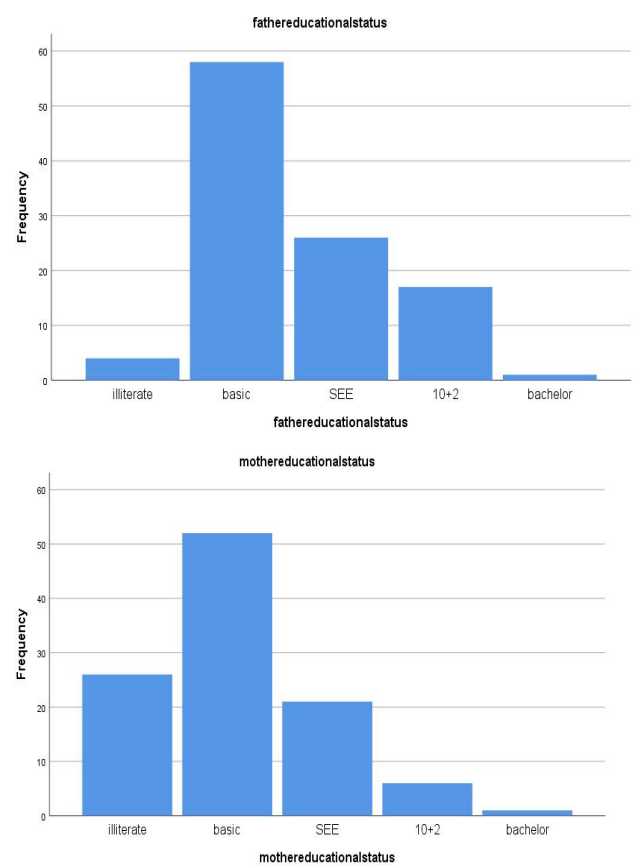
Source: field survey,2026

Note: SPSS analysis,2026

Table 1 and figure 1 presents the gender distribution of the respondents included in the study. Out of the total 106 students surveyed, 52 (49.1%) were male and 54 (50.9%) were female. The findings indicate a nearly equal representation of male and female students in the sample, with female respondents slightly outnumbering males.

The balanced gender composition enhances the representativeness of the study and minimizes the possibility of gender-related bias in the findings. Since both male and female students are almost equally represented, the results provide a more comprehensive understanding of parental motivation and its influence on academic outcomes across genders. This balanced participation also strengthens the reliability of the study in examining the role of parental motivation within the secondary school context of Nepal.

Educational Status of Respondents' Fathers and Mothers



Source: field survey,2026

Note: SPSS analysis,2026

Above both figures presents the educational status of respondents' fathers and mothers. The findings show that the majority of fathers (58) and mothers (52) had completed basic education, followed by SEE level and 10+2 level education. A notable difference is observed in illiteracy, where only 4 fathers were illiterate compared to 26 mothers. Very few parents had attained a bachelor's degree.

The results indicate that most students come from families with a basic level of formal education. Although higher educational attainment among parents is limited, the prevalence of basic and secondary education suggests that many parents possess sufficient educational awareness to recognize the importance of schooling and support their children's learning. The relatively higher level of education among fathers compared to mothers also reflects the educational disparities that have historically existed in Nepal.

From the perspective of this study, parental education is an important factor influencing parental motivation and academic support. Parents with formal educational backgrounds are generally more likely to encourage learning, monitor academic progress, and motivate their children toward educational success. Therefore, the educational status of parents may contribute positively to students' academic outcomes and their future educational development.

Table 2. Relationship between Father's Educational Status and Priority of Study in the Family

Father educational status priority of study in family					
Count					
		Priority of study in family			Total
		very	medium	no	
Father educational status	illiterate	2	2	0	4
	basic	53	5	0	58
	SEE	25	1	0	26
	10+2	15	0	2	17
	bachelor	1	0	0	1
Total		96	8	2	106

Source: field survey,2026

Note: SPSS analysis,2026

Table 2 presents the relationship between fathers' educational status and the priority given to education within the family. The findings show that the majority of students (96 out of 106) reported that education receives a high priority in their families, regardless of their fathers' educational background. Among these, 53 students whose fathers had basic education, 25 whose fathers had SEE education, and 15 whose fathers had completed 10+2 reported that study was given very high priority at home.

The results suggest that most parents, irrespective of their educational level, recognize the importance of education and encourage their children's learning. However, families with fathers who have formal education appear more likely to place stronger emphasis on academic activities. This indicates that fathers' educational attainment may positively influence family attitudes toward education and contribute to creating a supportive environment for students' academic success.

Overall, the findings highlight that education is highly valued in most households and that parental educational background can play an important role in fostering academic motivation and positive educational outcomes among students.

Table 3. Relationship between Mother's Educational Status and Priority of Study in the Family

Mother educational status priority of study in family					
Count					
		Priority of study in family			Total
		very	medium	no	
Mother educational status	illiterate	26	0	0	26
	basic	45	7	0	52
	SEE	18	1	2	21
	10+2	6	0	0	6
	bachelor	1	0	0	1
Total		96	8	2	106

Source: field survey,2026

Note: SPSS analysis,2026

Table 3 shows the relationship between mothers' educational status and the priority given to education within the family. The findings reveal that a large majority of students (96 out of 106) reported that education receives high priority in their households. This pattern is evident across all categories of

mothers' educational attainment. Among those reporting high study priority, 45 students had mothers with basic education, 26 had illiterate mothers, and 18 had mothers with SEE-level education.

The results suggest that mothers play a significant role in promoting education regardless of their own educational background. Even mothers with limited or no formal education appear to recognize the value of education and encourage their children's learning. However, families where mothers have formal education tend to demonstrate slightly stronger educational support and involvement.

Overall, the findings indicate that mothers contribute substantially to creating a positive learning environment at home. Their support and encouragement help establish education as a family priority, which can positively influence students' motivation, academic performance, and future educational aspirations.

Table 4. Parental Regular Observation of Students' Study

Parental regular observation in study		
	Frequency	Percent
regular	67	63.2
sometime	39	36.8
Total	106	100.0

Source: field survey,2026

Note: SPSS analysis,2026

Table 4 presents the frequency of parental observation of students' academic activities. The findings reveal that 67 respondents (63.2%) reported that their parents regularly observe and monitor their studies, while 39 respondents (36.8%) stated that their parents do so only sometimes.

The results indicate that parental monitoring is a common practice among most families in the study area. Regular observation of students' learning activities reflects active parental involvement and concern for their children's educational progress. Such supervision can help students maintain study discipline, improve academic responsibility, and stay focused on their educational goals.

From the perspective of this study, regular parental observation serves as an important component of parental motivation. Students who receive continuous academic guidance and monitoring from their parents are more likely to develop positive learning habits and achieve better academic outcomes. Therefore, the findings suggest that parental supervision contributes positively to students' academic performance and supports their overall educational development.

Table 5. Relationship Between Study Priority in the Family and Parental Observation of Study

Priority of Study In Family Parental Regular Observation In Study		
Count		
	Parental regular observation in study	Total

		regular	sometime	
Priority of study in family	very	62	34	96
	medium	3	5	8
	no	2	0	2
Total		67	39	106

Source: field survey,2026

Note: SPSS analysis,2026

Table 5 presents the relationship between the priority given to education in the family and observation parental observation of students' studies. The findings show that among the 96 students who reported that education receives a high priority in their family, 62 also reported regular parental, while 34 reported observation only sometimes. Similarly, among students reporting a medium level of study priority, parental observation was comparatively lower.

The results suggest that families that place greater importance on education are more likely to actively monitor and support their children's academic activities. Regular parental observation reflects a higher level of parental engagement and commitment to students' educational progress. This supportive environment can encourage students to maintain study discipline and improve academic performance.

Overall, the findings indicate that prioritizing education within the family is closely associated with parental involvement in academic monitoring, which may positively contribute to students' academic outcomes and educational development.

Table 6. Parental Motivation in Education

	Frequency	Percent
yes	99	93.4
no	7	6.6
Total	106	100.0

Source: field survey,2026

Note: SPSS analysis,2026

Table 6 presents students' perceptions of parental motivation toward education. The findings reveal that an overwhelming majority of respondents, 99 students (93.4%), reported receiving motivation and encouragement from their parents regarding their education, whereas only 7 students (6.6%) reported not receiving such motivation.

The high proportion of students receiving parental motivation indicates that parents play an active role in encouraging educational participation and achievement. Parental encouragement can enhance students' confidence, strengthen their commitment to learning, and foster positive attitudes toward education. Such motivation is particularly important in shaping academic aspirations and sustaining students' interest in their studies.

From the perspective of this study, the findings provide strong evidence that parental motivation is widely practiced among the surveyed households and serves as an important factor influencing students' academic outcomes. The results reinforce the view that parental encouragement and support

are essential components of educational success and sustainable educational development.

Table 7. Relationship Between Parental Motivation and Students' Academic Performance

Performance of last exam motivation of parents in education				
Count				
		Motivation of parents in education		Total
		yes	no	
Performance of last exam	very good	11	0	11
	good	58	3	61
	medium	30	4	34
Total		99	7	106

Source: field survey,2026

Note: SPSS analysis,2026

Table 7 presents the relationship between parental motivation and students' performance in their last examination. The findings reveal that students who received motivation and encouragement from their parents generally demonstrated better academic performance. Among the respondents who reported parental motivation, 11 students achieved very good performance, 58 achieved good performance, and 30 reported medium performance. In contrast, among the seven students who did not receive parental motivation, none achieved a very good result, while three reported good performance and four reported medium performance.

The results suggest a positive association between parental motivation and academic achievement. Students who receive encouragement, guidance, and educational support from their parents appear more likely to perform better in their studies than those who lack such support. The absence of any "very good" performers among students who reported no parental motivation further highlights the importance of parental encouragement in fostering academic success.

Overall, the findings indicate that parental motivation plays a crucial role in shaping students' academic outcomes. Supportive and encouraging parents can enhance students' confidence, learning commitment, and educational aspirations, ultimately contributing to improved academic performance and long-term educational development.

Table 8. Students' Perception of the Role of Parents in Sustainable Educational Development

Role of parents in sustainable educational development			
		Frequency	Percent
Valid	very important	65	61.3
	important	39	36.8
	less important	2	1.9
	Total	106	100.0

Source: field survey,2026

Note: SPSS analysis,2026

Table 8 presents students' perceptions regarding the role of parents in sustainable educational development. The findings show that 65 respondents (61.3%) considered the role of parents to be very important, while 39 respondents (36.8%) regarded it as important. Only 2 respondents (1.9%) perceived the parental role as less important.

The results clearly indicate a strong consensus among students that parents are key contributors to educational development. The overwhelming majority of respondents recognized that parental encouragement, guidance, monitoring, and educational support play a vital role in promoting academic success and long-term learning outcomes. This perception reflects the significant influence of the family environment on students' educational experiences and achievements.

From the perspective of the present study, the findings reinforce the argument that parental motivation is an essential component of sustainable educational development. When parents actively support and encourage their children's education, they help create a positive learning environment that fosters academic achievement, educational aspirations, and future success.

Table 9. Role of Parents in Students' Future Planning

Role of parents to future plan		
	Frequency	Percent
yes	92	86.8
no	14	13.2
Total	106	100.0

Source: field survey,2026

Note: SPSS analysis,2026

Table 9 presents students' perceptions regarding the role of parents in their future planning. The findings show that 92 respondents (86.8%) reported that their parents play an active role in shaping their future plans, while only 14 respondents (13.2%) indicated that their parents do not have such involvement.

The results suggest that parents are important sources of guidance and support in students' educational and career decision-making processes. The high proportion of positive responses indicates that most students rely on parental advice, encouragement, and experience when setting future educational and professional goals. Such involvement can help students make informed decisions, strengthen their educational aspirations, and maintain a clear direction toward future success.

From the perspective of this study, the findings highlight that parental motivation extends beyond supporting current academic activities and also influences students' long-term educational and career planning. Therefore, active parental involvement in future planning can be considered an important factor contributing to students' academic achievement, personal development, and sustainable educational outcomes.

Table 10. Chi-square Test of Association Between Father's Educational Status and Priority of Study in the Family

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	28.291 ^a	8	.000
Likelihood Ratio	29.547	8	.000
Linear-by-Linear Association	5.800	1	.016
N of Valid Cases	106		
a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is .10.			

Source: field survey,2026

Note: SPSS analysis,2026

Table 10 presents the results of the Chi-square test examining the association between fathers' educational status and the priority given to education within the family. The analysis reveals a statistically significant relationship between the two variables ($\chi^2 = 28.291$, $df = 8$, $p < 0.001$).

The findings indicate that the level of fathers' education is significantly associated with how much importance is given to study and educational activities within the household. Families with more educated fathers tend to place greater emphasis on education, creating a supportive environment that encourages students to focus on their academic pursuits. Such an environment can positively influence students' motivation, learning habits, and overall academic performance.

The significant linear-by-linear association ($\chi^2 = 5.800$, $p = 0.016$) further suggests a positive trend between increasing educational attainment of fathers and the priority accorded to education in the family. This finding supports the argument that parental educational background plays an important role in shaping family attitudes toward education.

Overall, the results provide statistical evidence that fathers' educational status contributes to establishing an education-oriented family environment, which is an important factor influencing students' academic outcomes and educational development. These findings are consistent with previous studies that emphasize the positive role of educated parents in fostering children's educational success.

Table 11. Chi-square Test of Association Between Mother's Educational Status and Priority of Study in the Family

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	27.069 ^a	8	.001
Likelihood Ratio	28.289	8	.000
Linear-by-Linear Association	4.646	1	.031
N of Valid Cases	106		
a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is .10.			

Source: field survey,2026

Note: SPSS analysis,2026

Table 11 presents the results of the Chi-square test examining the relationship between mothers' educational status and the priority given to education within the family. The analysis shows a statistically significant association between the two variables ($\chi^2 = 27.069$, $df = 8$, $p = 0.001$).

The findings suggest that mothers' educational attainment significantly influences the importance placed on education within the household. Families with more educated mothers are generally more likely to prioritize their children's studies and create a supportive learning environment. Educated mothers often play a crucial role in guiding, encouraging, and monitoring their children's academic activities, which can positively affect educational achievement.

The significant linear-by-linear association ($\chi^2 = 4.646$, $p = 0.031$) further indicates that as mothers' educational level increases, the likelihood of giving greater priority to education within the family also increases. This trend highlights the important contribution of maternal education in fostering positive educational attitudes and behaviors among students.

Overall, the results provide statistical evidence that mothers' educational status is an important factor associated with family educational priorities. This finding supports the view that parental education, particularly maternal education, contributes significantly to parental motivation and the academic development of students. Therefore, enhancing educational opportunities for women may have long-term benefits for students' academic success and sustainable educational development.

Table 12. Association Between Study Priority in the Family and Parental Observation of Study

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.834 ^a	2	.089
Likelihood Ratio	3.291	2	.193
Linear-by-Linear Association	.769	1	.380
N of Valid Cases	106		
a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .13.			

Source: field survey,2026

Note: SPSS analysis,2026

Table 12 presents the Chi-square test results examining the relationship between the priority given to education in the family and parental observation of students' studies. The analysis indicates that the association between these two variables is not statistically significant at the 5% level ($\chi^2 = 4.834$, $df = 2$, $p = 0.089$).

Although descriptive findings showed that families giving high priority to education were more likely to monitor their children's studies regularly, the Chi-square test suggests that this observed pattern is not strong enough to establish a statistically significant relationship. In other words, parental observation practices

Table 13. Pearson Correlation Between Parental Motivation and Students' Academic Performance

		Performance of last exam	Motivation of parents in education
Performance of last exam	Pearson Correlation	1	.153
	Sig. (2-tailed)		.116
	N	106	106
Motivation of parents in education	Pearson Correlation	.153	1
	Sig. (2-tailed)	.116	
	N	106	106

Source: field survey,2026

Note: SPSS analysis,2026

Table 13 presents the Pearson correlation analysis examining the relationship between parental motivation and students' performance in their last examination. The results show a positive correlation between parental motivation and academic performance ($r = 0.153$), indicating that students who receive greater motivation and encouragement from their parents tend to achieve slightly better academic outcomes.

However, the relationship is not statistically significant at the conventional 5% significance level ($p = 0.116 > 0.05$). This means that although the direction of the relationship is positive, the evidence is not strong enough to conclude that parental motivation alone has a significant direct effect on students' academic performance in this sample.

The findings suggest that parental motivation may contribute to academic achievement, but its influence is likely to operate alongside other factors such as students' learning habits, school environment, teacher support, socio-economic conditions, and individual abilities. Nevertheless, the positive correlation observed in the study indicates that parental encouragement remains an important element in promoting students' educational engagement and academic development.

Overall, the results imply that while parental motivation is positively associated with students' academic outcomes, the relationship is relatively weak and not statistically significant. Therefore, efforts to improve academic achievement should consider parental motivation as one component of a broader educational support system.

5. Discussion

This study looked at how parents motivate their children to do well in school. It found out that parents are really important for their children's education. Even though the numbers did not show a connection between parents motivating their children and their children doing well in school the overall results showed that parents play a big role in helping their children learn and want to do well in school.

One of the things the study found out is that most students said their parents motivate and encourage them. This shows that

families in Nepal think education is very important. They believe that doing well in school can help their children have lives and more opportunities. A lot of students said their parents motivate them, which shows that families know how important education is and want their children to do well in school.

The study also found out that whether or not parents went to school themselves is connected to how they care about their children's education. This means that parents who went to school are more likely to want their children to do well in school and to help them learn. They know how good education is for their children and want to help them. This is what Adhikari found out in 2026. He said that parents who went to school help their children do better in school.

The results also showed that most parents check on their children's schoolwork. Even though the numbers did not show a connection between parents checking on their children's schoolwork and how much they care about education the results showed that families who care about education are more involved in their children's learning. This means that parents do more than just motivate their children. They also help them with their schoolwork. Give them emotional support. All of these things can help children learn and do well in school.

It is also important to note that the study found a connection between parents motivating their children and their children doing well in school. Even though the connection was not very strong it was still there. This is what other studies have found out too. Jayne's in 2022 Castro and others in 2015 Kim in 2022 and Wilder in 2014 all found out that parents who motivate and support their children help them do better in school.

Just because the numbers did not show a strong connection between parents motivating their children and their children doing well in school does not mean that parents are not important. It just means that doing well in school is connected to a lot of things including the school, teachers, friends and the family. Parents can help their children in ways like helping them feel more confident and want to learn. This is what Social Cognitive Theory and Social Capital Theory say. They say that families who support each other are important for children's education.

Another important thing the study found out is that most students think parents are very important for their education and future plans. This shows that parents do more than just help with schoolwork. They are also role models and mentors who help their children make plans for their future. They help them want to learn and do well in school. They also help them make big decisions about their lives.

Overall the study showed that parents are very important for their children's education in Nepal. Even though the connection between parents motivating their children and their children doing well in school was not very strong parents who motivate and support their children help them learn and want to do in school. This means that schools and families should work together more to help children learn and do well in

school. Parents should be involved in their children's education and schools should help make this happen.

If parents are more involved in their children's education it can help not their children but also the whole country. It can help create an educated population and a better future for Nepal. More studies should be done to learn more, about how parents can help their children do well in school.

6. Strengths and Limitations of the Study

This study makes an important contribution to the growing literature on family influences and educational outcomes in Nepal by specifically examining the role of parental motivation among secondary school students. One of the major strengths of the study is its focus on parental motivation as a distinct educational factor, an area that has received limited attention in the Nepalese context. The study also provides empirical evidence from students' perspectives and highlights the broader implications of parental support for educational development and human capital formation. The use of quantitative methods and statistical analysis through SPSS enhances the reliability and transparency of the findings. Furthermore, the inclusion of both male and female students provides balanced representation and improves the overall credibility of the results.

Despite these strengths, several limitations should be acknowledged. First, the study was based on a relatively small sample of 106 students from selected secondary schools, which may limit the generalizability of the findings to all students in Nepal. Second, the cross-sectional design captures information at a single point in time and therefore cannot establish causal relationships between parental motivation and academic outcomes. Third, the study relied on self-reported responses, which may be influenced by personal perceptions or social desirability bias. Finally, academic performance is affected by multiple factors such as socioeconomic status, school quality, teacher effectiveness, peer influence, and individual learning abilities, which were not examined in depth in the present study.

Future research should employ larger and more diverse samples, incorporate longitudinal designs, and consider additional contextual variables to provide a more comprehensive understanding of how parental motivation influences students' academic achievement and educational development in Nepal.

7. Conclusion

This study examined the impact of parental motivation on students' academic outcomes among secondary school students in Nepal. The findings reveal that parental motivation, educational encouragement, and family support are widely practiced among the surveyed households and remain important components of students' educational experiences. Most respondents reported receiving motivation from their parents, regular academic monitoring, and guidance regarding their future educational plans, indicating the strong value placed on education within Nepalese families.

The study found that parental educational background was significantly associated with the priority given to education in the family, suggesting that educated parents are more likely to create supportive learning environments for their children.

Although the correlation between parental motivation and students' academic performance was positive, it was not statistically significant. This indicates that academic achievement is influenced by multiple factors beyond parental motivation alone, including school environment, teaching quality, socioeconomic conditions, learning resources, and individual student characteristics.

Despite the modest statistical relationship, the findings highlight the important role of parents in fostering positive educational attitudes, academic engagement, educational aspirations, and future planning among students. Parental motivation appears to contribute indirectly to educational success by strengthening students' confidence, commitment to learning, and long-term educational goals.

The study concludes that parental motivation remains a valuable educational resource that supports students' overall development and educational progress. Strengthening parent-school collaboration, increasing parental awareness of effective educational support practices, and promoting family engagement in learning may contribute to improved student outcomes and sustainable educational development in Nepal. Future research involving larger and more diverse samples and advanced analytical approaches is recommended to further explore the complex pathways through which parental motivation influences academic achievement.

Conflicts of Interest

The author declares no conflict of interest. This research was conducted independently without financial, political or personal relationship that could inappropriately influence the study's findings or interpretations.

Author Contributions

I declare that this manuscript is my original work. I am solely responsible for the conceptualization, methodology, data collection, analysis, interpretation, and writing of this manuscript. The author approved the final version of the manuscript.

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