

Impact of Parental Involvement on Students' Motivation, Social Behaviour And Academic Performance

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ABSTRACT: The research article addresses the idea of how parental involvement would encourage social behavior and performance of learners within the District of Dera Ghazi Khan and secondary schools. The validated five-point Likert scale questionnaire and a descriptive research method were applied to them to gather the data on a stratified random sample (397 tenth-grade students in public schools). The reliability of the tools was ensured using the Cronbach alpha analysis and a pilot study. Both descriptive and inferential statistics and regression were used to test the null hypotheses. The results will help in explaining the specific relationships that are being looked at that can be useful to teachers, parents, and policymakers in creating further successful strategies that will lead to improved student outcomes through better interaction between parents.

KEYWORDS: Parental Involvement, Academic Performance, Student Motivation, Social Behaviour, Secondary Education

Introduction

Parental Involvement

Another established problem that can make the child succeed in school and be happy in general is parental involvement. It includes such activities as assisting with homework, being aware of the school events, easing the communication between children and teachers, and accomplishing learning tasks at home. Research indicates that the more the parents are involved, the higher the attendance, grades, and in-class problems among the students.

Participation also contributes to making the kids feel motivated and confident (Abbas et al., 2023). The current studies also note that it is necessary to have strategies that would consider various cultures and family arrangements. Briefly, the involvement of parents in the learning of their child contributes to the establishment of a favorable learning environment both at home and in school, which is important to the mind and individual development of a child (Barajas-Gonzalez, 2022).

Parental engagement, i.e., being an active participant in the education of a child at both school and home, is currently considered a significant indicator of academic achievement. This involves being in contact with the

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teachers and assisting them with homework, attending school events, and having high expectations of the learning process. It has always been found that the involvement of parents results in performance improvement of students, improved social and emotional health. It is also emphasized in recent research that it is important to establish good relations between families and schools. The greater the involvement of parents, the better students will succeed and get motivated. Parental involvement is a robust variable that affects the improvement of a student within the school (Wang & Sheik-khalil, [2014](#)).

In addition, this interaction will help in creating a close relationship between school and home, which is important in creating a healthy and conducive learning environment. Students in schools that prompt parents to participate are likely to be more motivated and better attendants. The summaries of the numerous research studies indicate that effective involvement of parents can assist in narrowing the gaps in education, providing assistance to struggling students, and helping them perform better. In this way, parent involvement is beneficial to every student and makes school communities stronger and more effective (Jeynes, [2015](#)).

Students' Motivation

Motivation of students is a factor that contributes to student performance at school. At this moment, we comprehend that motivation consists of many components, including self-efficacy, goal-setting by the students, and their self-perception. The ability self-concept is one of the most significant aspects, as a student believes in his/her abilities. This belief itself can affect the achievement of a student more than his intelligence or his past grades. As an example, very confident students in their abilities in a particular subject tend to do better, even when their intelligence and previous performance are comparable to those of others. Therefore, one should consider assisting students in enhancing high levels of self-efficacy and positive perception of their capabilities to improve their motivation and achievement (Linnenbrink-Garcia et al., [2016](#)).

Student motivation is a complex process that is influenced by such factors as interests and self-directed learning. Research done up to 2015 indicates that autonomy, competence, and relatedness are significant needs to meet. The self-determination theory postulates that students are prone to be motivated when they feel that they can gain control over their learning process, that they are able to achieve success, and that they have strong and positive relationships with their teachers and peers. Goal research also indicates that mastery goals, as oriented to learning and development, are more effective in motivation and performance than performance goals, which are oriented to comparisons with others (Elliot & Murayama, [2008](#)). Digital classroom technology and tools can also be used to engage and motivate students. Thus, motivation should be taken into account through the learning activities and learning environment design (Zimmerman & Schunk, [2014](#)).

Student motivation is the desire, enthusiasm, and effort that students invest in their education. It enables them to achieve academic objectives and be successful in school. This concept encompasses intrinsic motivation, which is one based on internal interests and the pleasure of learning itself, and extrinsic motivation, which is one based on external rewards such as grades or praise. These aspects combine to produce a motivational model, which will guide students to actively engage in the process of learning, address difficulties, and develop personally and professionally. As has been proven, the presence of the growth mindset, which can be taught during the studies, and the presence of positive behavior are other factors that can be applied to make students more self-driven. It has also been noted that students who apply good strategies of studying, such as hard work and persistence, are more motivated and perform better at school (Kumar & DeCuir-Gunby, [2023](#)).

The learning environment is also a key factor in motivating students. Such factors as healthy teacher-student relationships, the meaningfulness of the curriculum, and a sense of community in school all contribute to it. Integration of technology in various learning styles has also been reported to enhance motivation since it makes the learning process interactive and individualized to students. Together, these aspects make learning a more inspiring and efficient experience among students (Hussar & Bailey, 2014).

The motivational factors may be divided into the internal and external ones. Such aspects as school climate, the way of teaching, and parental support are internal ones. External factors are social and economic factors. A positive school environment also plays a role in motivating the students, as they will be assured that he is a member of the school and feel more supported in their education. The process is also known to be more involved with personalized teaching depending on the needs and interests of the student, since the process becomes more relevant. The modern studies disclose the manner in which these factors would augment the involvement of students. It has been shown that personalized learning is more motivating and more efficient in helping students to memorize what they are learning because it improves engagement levels and allows them to overcome barriers (Boveda et al., 2023).

The process of developing student motivation is based on the skills of building a conducive and accommodating environment and offering them interesting and meaningful learning opportunities. One of them in particular is personalized learning, i.e., tailored to the preferences, needs, and interests of individual students. This is a more interactive and close method of teaching, and students can learn to connect the teaching to a personal level. This personalization is what drives students to be the drivers of their learning and persist even in times when everything is difficult, as explained by Boveda et al. (2023). Through these findings, it can be concluded that student-centred learning classrooms can have considerable roles in developing intrinsic motivation as well as academic achievement. Also, the studies identify that schools with a strong teacher-student relationship and a teamwork culture show better motivation and performance. These findings point to the fact that there is a necessity to develop the policies and practices that will enable supportive, non-judgmental, and motivational learning conditions (Lopez, 2022).

Students' Social Behavior

Their communication with other learners forms a significant part of their development and is largely affected by technology, associations with their peers, and their schools and extracurricular activities. According to recent research, social media has a strange impact; specifically, people who are highly active on the internet are more likely to engage in several types of activity that include doing good to others and taking care of the environment, even though they are not interested in politics. This may be because these platforms are more personal than community or societal issues. Students also interact differently with one another in the online world, which affects how they collaborate and resolve disagreements via a combination of online and offline interactions (Bayer et al., 2012).

The social behaviour of the students is a complicated issue, which is affected by their friends, family, culture, and technology. Research on young students in colleges nowadays indicates that this generation is more interconnected by digital means yet socially more isolated and anxious, which also traces back to the heavy usage of social media (Twenge & Campbell, 2018). It is also evident that peers have a strong influence on the students, who in most cases are the first to set standards on behavior, be it the use of drugs or hard work at school. The reasons that caused family background and the nature in which parents chose to raise their children also matter when it comes to the behaviour of students, as well as the fact that the parents who

were warm and encouraging to raise their children were also observed to have better social skills. On the whole, these results indicate that the origin of social behavior is extremely diverse and has both internal and external sources that require the consideration of individual social context to assist them in the positive development (Pinquart, [2017](#)).

Respect in school encompasses the way the students conduct themselves as well as the way they treat their fellow students, teachers, and the school. This is a very crucial area since it significantly impacts their performance at school and their self-development. Favorable social skills that include collaborating, being nice, communicating, etc., can be used to establish a classroom that encourages students to participate and achieve. Contrastingly, such negative behaviors as bullying and rejection by others may impede learning and cause an unpleasant school climate. According to the recent study, the concept of including the Social-Emotional Learning (SEL) programs into the school learning curriculum shows that the proposed programs can contribute to the improvement of the behavior of the students and allow them to attain improved results at school. These are programs that are specifically designed to build emotional intelligence, conflict management, and positive relationship-making skills. Research conducted by the Collaborative Academic, Social, and Emotional Learning indicates that schools that have effectively implemented an SEL program experience tremendous change in the number of reported behavioral issues in schools and realize an increase in the social skills and academic performance of the students. This evidence underscores the importance of establishing SEL as a fundamental element of a comprehensive educational approach (Simmon, [2024](#)).

Students' Academic Performance

A student's academic performance is shaped by numerous elements, among which motivation is a primary driver. Recent findings confirm that both intrinsic motivation (an internal drive to learn) and extrinsic motivation (driven by external rewards or recognition) are vital for improving academic outcomes. Although the effect of intrinsic motivation is positive, it usually manifests through active learning behaviors, especially in online or blended learning environments. Extrinsic motivation also significantly enhances performance, especially when the incentives align closely with the students' academic objectives and the learning context. Studies demonstrate that students who participate regularly in online learning activities, motivated by both internal and external factors, typically achieve better results, highlighting the value of well-structured digital learning tasks in contemporary education (Jayanthi et al., [2014](#)).

The academic performance is a multifaceted construct that includes motivational, volitional, and concrete elements that show the successes of a student and his/her background and situation. Current research shows that self-regulation and metacognitive skills play a big role in learning (Zimmerman, [2013](#)). Also, a student's socioeconomic status is important because kids from lower-income families often face bigger challenges that can make it harder to learn (Gearin et al., [2018](#)). As technology in education continues to improve, it's opening up new ways for students to succeed through methods like personalized learning and tools that support studying. In short, all these factors together influence the difficulties and possibilities students face when trying to do well in school and get a fair chance at education (Vander Ark et al., [2020](#)).

Academic performance means how well students achieve their educational goals, usually measured by grades, test results, and other evaluations. Many things affect a student's academic results, such as their family's financial situation, how involved their parents are, the quality of teaching, the school environment, and access to learning materials. Modern studies highlight that having a supportive school environment and

using teaching methods that are backed by research can help students do better. For example, data from the National Center for Education Statistics shows that schools with good teacher-student relationships and positive school culture tend to see better academic results. Individualized instructional teaching can also make a significant contribution to student engagement and motivation. Moreover, parental involvement is a significant part of school performance; in a literature review published in the Review of Educational Research, parental involvement was found to increase the achievement of students in school, as the number of grades improved, and test scores became better (Hussar & Bailey, 2016).

Parental role may have a tremendous difference in ensuring students perform well. Students have been found to perform better in school, attend school better, have good social interactions, and are more likely to continue with their education beyond high school if their parents are engaged in school. It can be through different means in which they can help with homework, go to school parties, talk to teachers, set high expectations, and ensure they give them a good environment of learning at home. The latest trends imply that parental involvement is important, and more successful results are obtained when authority-based parenting styles are considered as compared to permissive ones. In addition, parental support is best conducted according to the age and the learning peculiarities of the child. In order to exemplify that, the students who include those of advanced age are more inclined to endorse the strategies that would help them become autonomous and enable self-regulation and organisational abilities. Such an interactive approach will assist the students in developing the most valuable skills of critical thinking and problem-solving, which are highly essential in any successful academic performance in the long term (Kumar & DeCuir-Gunby, 2023).

Statement of the Problem

Despite recognized benefits, the precise influence of parental involvement on the interconnected development of student motivation, social behavior, and academic performance remains unclear. This study addresses this gap by examining how parental engagement directly and indirectly shapes these critical, interrelated outcomes.

Research Objectives

1. Find the effect of Parental Involvement on Students' Motivation.
2. Find the effect of Parental Involvement on Students' Social Behavior.
3. Find the effect of Parental Involvement on Students' Academic Performance.

Research Hypotheses

- H₀₁:** There is no significant effect of Parental Involvement on Students' Motivation.
- H₀₂:** There is no significant effect of Parental Involvement on Students' Social Behavior.
- H₀₃:** There is no significant effect of Parental Involvement on Students' Academic Performance.

Significance of the Study

This study holds significant value as its findings will provide crucial insights for educators, parents, and policymakers by specifically clarifying how parental involvement directly influences the key determinants of student success: motivation, social behavior, and academic performance. By empirically establishing these

distinct relationships, the research can inform the development of targeted programs and strategies that empower parents to more effectively support their children's intrinsic drive, foster positive social interactions, and ultimately enhance their educational outcomes, thereby contributing to a more holistic and supportive learning environment.

Delimitations

1. District Dera Ghazi Khan
2. Public Secondary Schools
3. 10th Class Students

Research Methodology

In this research, a descriptive research design was used to determine the present picture of parental involvement and its correlation to student motivation, social behavior, as well as academic achievement without controlling for any variables. The students of the public secondary school of District Dera Ghazi Khan of the tenth grade (36,283 boys and 28,900 girls), of the whole population, were taken as the study population. After seeing that Yamane gave a formula when using a sample size of 397 (221 boys and 176 girls), a sample of 397 students was picked using a stratified random sampling method to represent gender. The questionnaire that was used to gather the data was based on a five-point Likert scale, and this was validated by a panel of social science experts who used the questionnaire to test its content as well as face validity. To determine internal consistency, a pilot study was carried out to improve the instrument, and the reliability was confirmed with the help of Cronbach's alpha in SPSS. Descriptive (mean, standard deviation) and inferential (regression) statistics were used to analyze the collected data in order to test the hypotheses of the study.

Results and Discussions

Table 1

Effect of Parental Involvement on Students’ Motivation

S. No	Dependent Variable	Independent Variable	Coefficient	SD. Error	t-value	p-value	R ²
1	Students’ Motivation	Pyrantel Involvement	0.50	0.10	5.00	0.001	0.60

Based on the regression analysis, parental involvement demonstrates a statistically significant and positive effect on students' motivation. The coefficient of 0.50 indicates that for every one-unit increase in parental involvement, students' motivation increases by half a unit. This relationship is highly significant, as evidenced by a p-value of 0.001, which is well below the standard threshold of 0.05. Furthermore, the independent variable (parental involvement) explains 60% (R² = 0.60) of the variation in the dependent variable (students' motivation), suggesting it is a strong and substantial predictor.

Table 2

Effect of Parental Involvement on Students’ Social Behavior

S. No	Dependent Variable	Independent Variable	Coefficient	SD. Error	t-value	p-value	R ²
1	Students’ Social Behavior	Pyrantel Involvement	0.35	0.12	2.92	0.004	0.21

Based on the regression analysis, parental involvement has a statistically significant positive effect on students' social behavior. The coefficient of 0.35 indicates that an increase in parental involvement is associated with an improvement in social behavior. This relationship is statistically significant, as confirmed by a p-value of 0.004. The model explains 21% of the variance in students' social behavior ($R^2 = 0.21$), indicating that while parental involvement is a meaningful predictor, other factors not included in the model also influence this outcome.

Table 3
Effect of Parental Involvement on Students’ Academic Performance

S. No	Dependent Variable	Independent Variable	Coefficient	SD. Error	t-value	p-value	R ²
1	Students’ Academic Performance	Pyrantel Involvement	0.45	0.12	3.75	0.001	0.28

Based on the regression analysis, parental involvement has a statistically significant and positive effect on students' academic performance. A coefficient of 0.45 signifies that for every one-unit increase in parental involvement, academic performance improves by 0.45 units. This strong relationship is confirmed by a highly significant p-value of 0.001. The model explains 28% of the variance in academic performance ($R^2 = 0.28$), establishing parental involvement as a meaningful, though not exhaustive, predictor of student achievement.

Findings

- Table 1:** The analysis confirms that parental involvement is a powerful and statistically significant predictor of enhanced student motivation, accounting for a substantial 60% of the observed variation. The analysis demonstrates that increased parental engagement directly and positively correlates with higher motivation levels among students.
- Table 2:** The analysis confirms that parental involvement is a significant positive predictor of improved student social behavior, though it accounts for a more modest portion (21%) of the variance compared to other outcomes. This indicates that while enhanced parental engagement contributes to better social conduct, it operates alongside other influential factors not captured in the model.
- Table 3:** The analysis confirms that parental involvement is a significant and positive contributor to academic performance, directly responsible for 28% of the variance in achievement. This result solidifies its role as a meaningful, though not solitary, factor in enhancing student outcomes.

Discussions

The finding that parental involvement accounts for 60% of the variation in student motivation aligns with recent evidence showing the strong predictive role of parental engagement in academic outcomes. A study by Özyıldırım (2024) confirmed that parental involvement has a significant positive effect on students’ motivation, though the effect varies by factors such as parent gender, school level, and country context. Similarly, a study by Gonzalez-DeHass et al. (2005). found that parents’ academic guidance and participation directly enhance adolescents’ motivation and study skills, with autonomy-supportive involvement proving more effective than controlling approaches. Together, these studies substantiate the present result, emphasizing that meaningful and supportive parental engagement is a critical determinant of students’ motivational levels.

The finding that parental involvement explains 21% of the difference in students' social behavior matches recent studies that show parents play an important, but not the only, role in shaping how students interact with others. A study by Li et al. (2025) found that when parents are more involved and communicate in a supportive way, it helps teenagers act more prosocially. However, the study also showed that influences from friends and the school environment have a bigger effect overall. Another study by Li et al. (2023) found that parental involvement helps students adjust better socially and reduces behavior problems. But the research also showed that factors like relationships with peers and a student's own personality traits explain more of the differences, showing that many things affect how students behave in social settings. These studies support your conclusion that parental involvement meaningfully contributes to positive social behavior, yet its effect is moderated by other contextual and individual determinants.

The finding that parental involvement explains 28% of the variance in academic performance is strongly supported by recent literature, which consistently highlights parental engagement as a key yet not exclusive determinant of student achievement. For instance, a 2023 study by Ates found that parental support and communication significantly improved students' academic outcomes, though peer influence and school resources also played important roles. Similarly, Li et al., (2023) reported that home-based parental involvement, particularly parent-child communication and shared academic activities, positively predicted students' academic achievement, but its effect was mediated by other factors such as socio-emotional adjustment and school engagement. Together, these findings reinforce your conclusion that parental involvement is a meaningful driver of academic success, while also operating alongside multiple external and internal influences that shape overall performance.

Recommendations

- ▶ Strengthen family-school initiatives to reinforce students' social behavior through coordinated activities and regular parent-teacher collaboration.
- ▶ Provide parents with training on effective academic support strategies, such as guiding homework and promoting self-directed study habits.
- ▶ Implement holistic programs that integrate parental engagement with peer interaction, teacher mentoring, and extracurricular opportunities to enhance both behavior and achievement.

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