

Parental Involvement and Academic Stress as Predictors of Youth Quality of LifeMalaika Aziz^{1*}, Ansa Quratulain²¹ MS Scholar, Department of Psychology, Air University Islamabad, Pakistan.² Associate Professor, Department of Psychology, Air University Islamabad, Pakistan**Abstract**

The current research examined how parental involvement and academic stress impacted the quality of life of Pakistani youth, as well as the differences in this variable on a gender basis. The research design used was cross-sectional where stratified random sampling was used to gather data on a sample of the young people living in Pakistan. The parental involvement scale (Voydanoff & Donnelly, 1999), the academic stress scale (Kim, 1970) and the youth quality of life scale (Patrick & Edwards, 2002) were all psychometric measures that were used. The analysis of multiple linear regression showed that parental involvement was a predictor of quality of life with a significant and negative impact ($\beta = -.146, p < .05$) indicating that parental involvement was perceived to have a negative impact on youth well-being when perceived as controlling and excessive but not supportive. Although academic stress was negatively related to quality of life, it was not a statistically significant predictor ($\beta = -.115, p > .05$). The t-test results of independent samples showed a significant difference between genders in the parental involvement ($t = 2.14, p < .05$); the males reported higher parental involvement compared to the females. There was no major gender disparity in terms of academic stress ($p = .84, d = 0.027$), but female respondents rated the quality of life much higher than male respondents, which could be explained by culturally-specific patterns of social support and demands on males ($p = .03, d = 0.63$) in Pakistani society. Thus, research shows that the relationship between family, academic stressors and cultural background impacts youth well-being in a complicated way that requires culturally competent parenting and academic stress management interventions to improve the quality of life in Pakistani adolescents.

Keywords: Parental Involvement, Academic Stress, Quality of Life, Pakistani youth, Gender Differences**Correspondence:** Ms. Malaika Azia (MS Scholar)

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1. Introduction

Youth quality of life (QOL) has become a central construct in developmental psychology and in the domain of public health that has achieved the multidimensional character of the physical, psychological, social and environmental well-being of children and adolescents (World Health Organization, 2022). Unlike a small range of performance indicators or even just the lack of psychopathology, quality of life engages the subjective lives of young people living in complex developmental contexts, such as homes, schools, and peer networks. There is a need to study the determinants of quality of life in childhood and adolescence as the mental disorders are very common worldwide, and both depressive and anxiety disorders contribute nearly 40% to the mental disorders (Wang et al., 2025). It is on this background that there is a lot of scholarly interest in two variables as important predictors of youth quality of life, which are parental involvement in education and academic stress. Although these constructs have been studied considerable separately, the dynamic relationship between them and their joint influence on the general well-being of youth has been incompletely theorized and less studied empirically. The article is a review and synthesis of available evidence on these associations, providing a unified approach to the history of how family academic environment determines youth well-being at various development stages.

Parental involvement is multi-variable construct that entails the scope of behaviors, attitudes, as well as, resources that parents invest in the educational progress of their children (Altaf et al, 2021). It incorporates family- and school-based practices, generally classified into three fields, namely: home-based involvement, school-based involvement, and home-school communication (Mocho et al., 2024). Theoretically, the ecological systems theory by Bronfenbrenner forms the basis of parental involvement placing the development of children in progressively closer layers of environmental impacts with the family being the microsystem closest to the children (Steinberg, 2007). In this context, cognitive, emotional, and social functioning of children are directly influenced by parental behaviors. The empirical evidence generally reflects this point of view: there is always a positive correlation between parental engagement and better academic results, positive social behaviors, and decreased behavioral and mental health problems (Topor et al., 2010). A detailed systematic review of Mocho et al. (2025) has proven that parental school involvement is both a learning determinant and a protective factor against academic and social barriers in learning and development. Moreover, Kantova (2024) also exploited longitudinal data of the National Longitudinal Survey of Youth to prove that greater parental involvement is associated with the probability of the high-school graduation more significantly, but stricter and more controlling parental behaviors reduce the likelihood of this eventuality-the critical point of view between supportive and coercive parental engagement.

However, parental involvement and youth quality of life are not as directly connected as it may seem. Modern studies are beginning to distinguish between qualitatively different kinds of parental involvement, as there are those forms which improve well-being but there are also those which harm it. Positive, autonomy-affirming parental engagement, which includes an emotional warmth, free communication and jointly learning activities, has been associated with greater academic motivation, emotional stability, and life satisfaction among young people (Ryan & Deci, 2020). On the other hand, performance based, controlling, or pressure based involvement may in fact be counterproductive to the results it is aiming to enhance. In a study by Song et al. released in 2024, it was established that parental

educational expectations can only be a source of motivation when they align with or are less than the adolescent expectations; when parental expectations are significantly higher than the adolescent ones, the participation in the study reduces and the quality of relationships is compromised. In the same way, a longitudinal study by Lv et al. (2018) of Portuguese parents had shown that parental involvement was a significant predictor of children quality of life, yet the influence is moderated by the level of parental stress - indicating that the quality of parental involvement is as much a determinant as the quantity. Together, these results can shed new light on the two-sidedness of parental involvement: while supportive, it is a potent ecological resource in youth health; when pressurizing, it turns out to be a risk factor that undermines the quality of life.

At the core of the explanation of why performance-based parental involvement can be detrimental to the well-being of youth is the notion of academic stress, a psychological condition that occurs when the students feel that their academic demands are beyond their coping capacity (Lazarus & Folkman, 1984). Academic stress has today become one of the widespread aspects of modern adolescence. The epidemiological results point to the fact that a range of 47-55 percent of students undergo moderate to high levels of academic stress (Asensio-Martinez et al., 2023). The implications go far beyond poor academic performance: academic stress has been found to adversely affect mental and physical health, including the quality of sleep, interactions with others, and emotional control (Perez-Jorge et al., 2025). In a longitudinal study, Kristensen et al. (2023) provided evidence of a direct prediction of psychological distress by academic stress in three years of upper secondary school with a random intercept cross-lagged panel model with 1,508 adolescents in Norway and this predictor was partially mediated by a decrease in academic self-efficacy. In addition, Wang et al. (2025) discovered that academic stress was the predictor of sleep disturbance and loneliness in adolescents, which mediated its outcomes on both depressive and anxiety symptoms-showing how academic demands trickle down to more general quality-of-life losses.

The consequence of academic stress is a critical and underestimated process through which parental involvement is associated with the quality of life of youth. This study has shown that perceived parental academic pressure may result in psychological control where intrusive or high-expectation involvement is internalized by adolescents as academic stress, which influences the socioemotional functioning of students and puts them at risk of anxiety and depression (Huntsinger et al., 2000, as cited in Xue et al., 2025). The Family Stress Model declares that perceived stress puts the people in distressed position, and though the parental support could enable the better adjustment, the absence of support or the coercive pressure undermine the social adjustment (Liu et al., 2025). Parental expectations and academic pressure can be felt by students and influence them adversely; in case the perceived abilities do not meet the expectations of parents, students are likely to experience emotional detachment and a lack of interest in their academic pursuits (Raufelder & Kulakow, 2021). A longitudinal study of Chinese adolescents by Cheng & Lin et al. (2023) also found that academic stress was a major predictor of academic burnout, a psychological syndrome that occurs due to excessive strain on the academic system that was associated with low subjective well-being and high internet addiction; however, again, it was due to the growth of excessive academic pressure, which leads to a gradual worsening of the quality of life in the youth (Cheng et al., 2023).

The connection between academic stress and quality of life is also achieved through the complaint psychological mechanisms. In cognitive-behavioral terms, excessive academic stress lowers the

capability to pay attention, hinders memory retrieval, and lowers the self-confidence required to perform academically (Pérez-Jorge et al., 2025). At the physiological level, the chronic stress in academics affects the hormone regulation, sleep, and is related to an increase in cortisol, which leads to a decline in the physical health elements of the quality of life (Walker et al., 2020). In adolescents, especially, such effects play off against the fact that the developmental stage is already especially vulnerable: researchers in various countries report a major decrease in the cognitive aspect of positive emotions and general life satisfaction at the initial and mid-adolescent stage, accompanied by an increase in negative affect (Cassidy & Boulos, 2023). In this regard, academic stress is a catalyst to the naturally occurring developmental losses in well-being, making adolescence a sensitive period during which the quality of the family academic environment has disproportionately high consequences.

These associations are further mediated by family structure, parenting style as well as socioeconomic context, with significant heterogeneity added to the literature. Authoritative parenting, that is, warmth, clarity and responsiveness are always linked with better academic and emotional performance and seem to mitigate the adverse impact of academic pressure by ensuring emotional access and high standards (Parental Expectations, Parenting Styles, and Adolescent Well, 2025). Conversely, parenting styles with a high level of authoritarianism or neglect have been linked to worse outcomes in the domain of mental health, and specifically the factor of controlling parental involvement has been identified to predict an increase in the occurrence of internalizing symptoms (depression and social withdrawal) (Cheng et al., 2025). A study on familial and academic stress as a factor in depression among students by Blanco et al. (2025) validated the structural equation modeling that academic and family stress contribute to depression in students, which ultimately results in poor academic performance and learning outcomes, which is the reinforcing and counterparts nature of these relationships. The results of cross-national research by the Health Behavior in School-aged Children study, based on almost 189,000 adolescent participants in 45 countries, concluded that perceived family support was the strongest family-level determinant of adolescent life satisfaction, the relationships between which were relatively similar across different cultural contexts (Gaspar et al., 2022).

Theoretical perspectives of various fields support the conceptual fusion of parental involvement and academic stress as either co-predictors of quality of life among youths. Bioecological model developed by Bronfenbrenner focuses on the family as the most important mediating context within the frame of which the pressure of the wider society (e.g. competitive educational systems, achievement culture) is mediated and experienced by children (Steinberg, 2007). The theory of self-determination assumes that well-being is considered when there are satisfying basic psychological needs in regard to autonomy, competency and relatedness; high-pressure parental involvement that foists autonomy but requires competence directly affects the satisfaction of need and, hence, quality of life (Ryan & Deci, 2020). More recently, the stress model has offered neurobiological interpretation: repeated early-life academic stress can result in a reduction in the threshold of subsequent stress reactivity, and the trajectories of psychological wellbeing over the long term (long past the school years) (Walker et al., 2020). Collectively, these models lead to a common conclusion i.e. that the home educational setting is not just a setting to academic growth but a major design of the psychological quality of the lives of the youths.

Even though the academic literature has continued to grow in terms of empirical data, significant gaps still exist. The existing literature is inclined to consider parental involvement and academic stress as

independent predictors of the outcomes of the youth with few studies examining their conjunctive and possibly interactive influence on the quality of life (QOL) as a multidimensional construct. Furthermore, most of the research has been placed in high-income settings either in East Asia or Western Europe thus limiting the generalizability of the results. Research has not yet clearly explained the mechanisms by which parental involvement mediates academic stress and vice versa, and empirical studies that combine both objective and subjective versions of the quality of life indicator in one predictive structure are uncommon. The proposed research aims to address these research gaps by assessing parental involvement and academic stress both as predictors of youth quality of life, and, thus, as direct and indirect predictors, and contribute to a more comprehensive understanding of the family-academic ecology, which determines adolescent well-being.

The objectives of the study were to investigate the impact of parental involvement on youth quality of life, to examine the effect of academic stress on youth quality of life, and to explore gender differences among the study variables. Based on these objectives, the study proposed the following hypotheses: parental involvement will be negatively associated with quality of life; academic stress will be negatively associated with quality of life; and there will be significant gender differences in parental involvement, academic stress, and youth quality of life.

2. Method

2.1 Research Design:

The study was grounded on cross sectional survey method.

2.2 Sample:

The sample used to conduct the current study was a total of ($N = 250$) students between the ages of 11 and 19 years who were sampled at schools and colleges in Rawalpindi and Islamabad. In the sample, ($n = 125$) males and 125 females ($n = 125$) who were of various academic levels consisted of ($n = 70$) high-school students, ($n = 106$) college students, and ($n = 74$) university students. The G*Power software has been used to calculate the sample size to take good statistical power. The participants were selected using stratified random sampling, thus ensuring representation of different contexts of education. All the members of the population in each stratum were invited to participate in the study and informed consent was signed by all the members participating in the study before the data collection process.

2.2.1 Inclusion Criteria The study included participants who were willing to take part in this study and were not older than 11 years or older than 19 years and were currently studying in schools or colleges in Rawalpindi and Islamabad and lived with their families as day scholars.

2.2.2 Exclusion Criteria: The participants were not allowed to participate in the study in case they were living in hostels, they were in institutions other than Rawalpindi and Islamabad, and were not aged between 11 and 19 years.

2.3 Measures

2.3.1 Demographic Information Sheet: A demographic form was utilized to collect essential socio-demographic details, such as age, gender, education level and socioeconomic status.

2.3.2 Parental Involvement Scale (PIS): The Parental Involvement Scale, developed by Voydanoff and Donnelly (1999), assesses the level of parental involvement in their children's lives. The scale allows for the selection of a specific timeframe, such as the past 3 months, 6 months, or a year, based on the evaluation plan. It consists of 9 items that youth can mark, indicating whether their parent has

engaged in the listed activities during the chosen timeframe. The total score is determined by summing the number of checked items, whereby a higher score reflects greater parental involvement. The scale demonstrated reliability, with Cronbach's alpha ranging from $\alpha = .71$ to $.92$ (Voydanoff & Donnelly, 1999).

2.3.3 Academic Stress Scale (ASS): The Academic Stress Scale, originally developed by Kim (1970) and later adapted to Indian conditions by Rajendran and Kaliappan (1990), consists of 40 items designed to measure stress levels in academic settings. The scale uses a five-point rating system, where responses range from 'No Stress' to 'Extreme Stress,' each scored from 0 to 4. It covers five areas: personal inadequacy, fear of failure, interpersonal difficulties with teachers, teacher-pupil relationships/teaching methods, and inadequate study facilities, with each area containing 8 items. The scale has demonstrated reliability, with a test-retest correlation of 0.82 over a 25-day interval (Rajendran & Kaliappan, 1990).

2.3.4 Youth Quality of Life Scale-short form (YQOL-SF): The Youth Quality of Life Instrument – Short Form (YQOL-SF) Version 2.0, developed by Patrick et al. (2002), is used to assess youth quality of life, including those with chronic conditions and disabilities. The YQOL-SF, a concise version of the YQOL-R, consists of 15 items with response options ranging from 0 ("not at all") to 10 ("very much"). The scores are summed and converted to a 0-100 scale, where higher scores indicate a better quality of life. The instrument demonstrates strong internal consistency, with Cronbach's alpha exceeding 0.80 across domains and for the total score, and test-retest reliability ranging from 0.74 to 0.85 for the subscales (Patrick et al., 2002).

2.4 Procedure

The study under analysis was carried out as a quantitative research among the students of the schools and colleges in Rawalpindi and Islamabad and the stratified random sampling method was used. There were 250 students between the age of 11 and 19 years. The participants were contacted via their respective institutions and informed about the purpose of the study and requested to give their answers making sure that no questions were left unanswered. They were assured that any information provided by them would remain confidential and used only to conduct research. All participants were informed about the study requirements in advance and the ethical standards were highly maintained during the whole research so as to guarantee voluntary participation, privacy of the participants and to avoid any kind of discomfort and harm. The scales used to gather data were validated questionnaires, which included the Parental Involvement Scale, Academic Stress Scale, and Youth Quality of life Scale that were administered face-to-face. The data was then analyzed and calculated with the help of SPSS. The relationships between parental involvement, academic stress, and youth quality of life were studied using frequency distributions, correlations, t-tests and regression analyses.

3. Results

The frequency and the percentage of different demographic data, such as age, gender, socioeconomic status, and education level were presented in Table 1. The smallest representation was the early adolescent age group of 11-13 years ($n = 28, 11.2\%$), then there are the middle adolescents of 14-16 years ($n = 90, 36.0\%$), and finally there are the late adolescents of 17-19 years ($n = 132, 52.8\%$). The sample was also of equal distribution in terms of gender with male participants ($n = 125, 50\%$) and female participants ($n = 125, 50\%$) equally represented. The number of those with middle socioeconomic status was lower than those

with high ($n = 108, 43.2\%$) and low ($n = 50, 20.0\%$) socioeconomic status. With respect to educational level, college-educated respondents were the highest number ($n = 106, 42.4\%$) compared to the number of respondents with a high school education ($n = 70, 28.0\%$) and those with university-level education ($n = 74, 29.6\%$).

Table 1
Socio-demographic Characteristics of participants (N=250)

Variables	n	%
Age		
Early Adolescent (11–13)	28	11.2
Middle Adolescent (14–16)	90	36.0
Late Adolescent (17-19)	132	52.8
Gender		
Male	125	50
Female	125	50
Socio Economic Status		
Low	50	20.0
Middle	92	36.8
High	108	43.2
Education		
High School	70	28
College	106	42.4
Universities	74	29.6

Note. f=frequency. M= Mean. SD= Standard Deviation

Table 2
Descriptive Statistics and Cronbach's alpha of Variables

Scales	K	Range	M	SD	Cronbach's α
Parental Involvement Scale	9	3-9	8.31	1.42	.78
Academic Stress Scale	40	32-160	94.8	25.3	.81
Youth Quality of Life Scale-SF	15	36-148	94.7	27.4	.89

K= No. of items, M= Mean, SD=Standard Deviation

Table 2 was the psychometric description of the tools used in the present study. The outcomes showed that the Parental Involvement Scale had good internal consistency with Cronbach alpha of $.78 (> .70)$. It further demonstrated that the Academic Stress Scale had a good internal consistency of Cronbach's α of $.81 (> .70)$. Also, the findings were that the Youth Quality of Life Scale-SF had Cronbach's α of $.89 (> .70)$ which also implied good internal consistency of all three measures that were used in the research.

Table 3
Multiple Linear Regression Analysis predicting Quality of Life (N=250)

Variables	B	SE	β	95% CL	
				LL	UL
Constant	135.1	15.7		104.1	166.1
Parental Involvement	-2.91	1.42	.146*	-5.73	-.13
Academic Stress	-.15	.97	.115	-.34	.03
R ²	0.034				
F	3.34				

Note. B= Unstandardized Coefficient, SE= Standard Error, β = Standardize Coefficients, CL= Class Limit, LL=Lower Limit, UL= Upper Limit.

Table 3 depicted the effect of parental involvement and academic stress on quality of life in adolescents. It was ensured that there was no multicollinearity before the analysis as the VIF = 1.001, or the assumption of independence of the residuals was satisfied, as

shown by the Durbin-Watson = 1.41. The total regression equation explained 3.4 percent of the variability in the quality of life ($F = 3.34, p < .05$). The findings showed that parental involvement was a negative and significant predictor of the quality of life ($b = -.146, p < .05$). It further demonstrated that academic stress had a negative

Table 4

Mean Comparison of Gender (Male and Female) on Study Variables

Variables	Male (<i>n</i> = 125)		Female (<i>n</i> = 125)		<i>t</i> (40)	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
PI	8.68	.81	6.06	2.1	248	.001	0.64
AS	99.81	20.1	99.25	20.4	248	.84	0.027
QOL	94.58	27.2	109.38	18.35	248	.03	0.63

Note. PI= Parental Involvement, AS= Academic Stress, QOL= Quality of Life.

The independent sample *t*-test was used to test gender differences on the study variables and the results were as in table 4. Before the analysis, homogeneity of variance was assumed to be tested on each variable. The findings also showed that the assumption of homogeneity of variance was not fulfilled in parental involvement ($F = 87.87, p < .05$) and homogeneity of variance was fulfilled in academic stress ($F = .31, p > .05$). Equally, the homogeneity of variance was not met as well in quality of life ($F = 4.78, p < .05$). Table 4 also indicated that males have a higher rating about parental involvement ($M = 8.68, SD = .81$) compared to females ($M = 6.06, SD = 2.1$), which has a strong effect size. It was also able to demonstrate that there were no important differences between males and females in as far as academic stress was concerned. Finally, the results showed that the quality of life ($M = 109.38, SD = 18.35$) was significantly higher among females ($M = 94.58, SD = 27.2$) and the effect size was large. Finally, the findings showed significant gender differences in the parental involvement, quality of life, and academic stress was similar in both gender groups.

4. Discussion

The current work has assessed how parental involvement and academic stress affect the quality of life among Pakistani teenagers and also have investigated the gender-based differences in these variables. A set of validated psychometric tools were used to gather the data, namely the Parental Involvement Scale (Voydanoff & Donnelly, 1999), the Academic Stress Scale (Kim, 1970; adapted by Rajendran & Kaliappan, 1990), and the Youth Quality of Life Scale (Patrick & Edwards, 2002) with the values of Cronbach alpha of 0.78, 0.81, and 0.89, respectively (Table 2). These reliability coefficients ensured that the scales were appropriate in measuring the constructs that were about to be measured among the study sample.

The findings supported the first hypothesis which suggested that parental involvement was a significant indicator of quality of life in youth. The analysis of multiple linear regression (Table 3) showed that parental involvement was a negative and significant predictor of the quality of life. Even though this association has not been made through previous studies, the results reflect the conclusions of Wenk et al. (1994) and Barger et al. (2019), who have shown that parental engagement can have a significant influence on the well-being of young people. Wenk et al. (1994) emphasized that the father intervention especially the father to sons may be overwhelming in the case of excessive thus compromising mental health other than supporting it. On the same note, Barger et al. (2019) established that parental support tends to produce beneficial academic and emotional results, but overly directive types of parental involvement, including too much help with homework, can also have a

though non-significant relationship with quality of life ($b = -.115, p > .05$). In conclusion, the results indicated that parental involvement and academic stress had the negative effect on the quality of life in the adolescent sample.

negative effect. All the findings are indicative of the fact that parental involvement in the event that it is perceived to be controlling or intrusive as opposed to supportive can have an adverse impact on the manner in which the youth live their lives. Most recently, Schiffrin et al. (2023) discovered that the authoritative parenting style was linked to lower levels of autonomy and satisfaction with life among college students, which also supports this trend. Within the context of the Pakistani, where collectivist values put a heavy emphasis on family involvement and conformity, the negative relationship between parental involvement and quality of life could be an indication of a conflict between cultural norms and expectations and the need of youngsters to have an independent life. Parental engagement can be a source of negative impact on an individual when it comes to personal development and well-being when it is perceived as coercion to achieve academic or social norms instead of being an act of support. Specific intervention programs to teach parents how to differentiate between supportive and controlling involvement can be of particular use to Pakistani youth, therefore.

The second hypothesis that suggested that quality of life is significantly predicted by academic stress was partially confirmed. Although the regression analysis (Table 3) showed that there was a negative correlation between academic stress and quality of life, the correlation was not statistical. It is consistent with the findings of previous studies indicating that academic stress is likely to diminish the state of well-being in students (Rebeiro et al., 2017; Wahid et al., 2023), but its predictive ability can be weakened in the presence of protective factors. Darabi et al. (2017) have shown that personal attributes, including gratitude, self-efficacy, hope, and optimism, have the potential to mitigate the harmful effects of stress and, by doing so, undermine its direct effect on quality of life. The same study conducted by Wahid et al. (2023) revealed that academic stress negatively affects the performance of medical and dental students that subsequently impact the overall well-being (but the mechanism could be indirect). Stress due to academic demands is especially relevant in the Pakistani context where academically achieving success is linked to family honor and social status. Nonetheless, these resources can be compensated with the harmful effects of stress in case students have strong family support networks or personal resilience, which makes it a non-significant predictor. This highlights the need to promote resiliency and stress management interventions in schools and especially among young people who have to go through high-pressure academic environments.

The third hypothesis tested gender variation among the variables of study. Concerning parental involvement, it was found that there was a high gender difference among the participants where male

participants expressed greater parental involvement as compared to the female participants (Table 4). The current observation concurs with the previous result by Lewko and Ewing (1980) who had observed that fathers are more likely to be the primary agents of socializing with boys—especially in areas that are achievement based like sports but girls are also exposed to a wider network that includes parents as well as siblings. Within the context of the Pakistani culture on the whole, the traditional gender roles seem to influence the parental practice to favour the education of sons, their career opportunities, and outdoor activities, as it is customary to be consistent with the rules of the society in which the male success in the open world is traditionally preferred. The involvement of daughters, in turn, is frequently oriented towards the household roles and the responsibilities within the home. Such patterns that are embedded in the culture must have been the cause of the difference in gender that is already evident in the current study. Further studies are needed on finer aspects of parental involvement so as to ascertain how the differences of the qualitative aspect of involvement rather than the quantity of the involvement that is received by boys and girls influence the subsequent results accordingly.

Contrary to parental involvement, there was no noteworthy difference in terms of gender in academic stress, and it can be inferred that both genders of youth in the sample have similar levels of academic stress (Table 4). This is interesting given that most of the expectations of the society in Pakistan are gendered, and might be indicative of the ever competitive academic situation that equally stresses students of both sexes. Nonetheless, certain gender variations were observed in the quality of life whereby the female report higher quality of life than the males. The finding contradicts a significant portion of the available literature, which is usually characterized by better quality of life in men (Matud et al., 2020). A plausible reason is that such sociocultural peculiarities inherent to the Pakistani society: the pressure on males might become stronger to succeed in studies and to take professional and financial responsibilities at a younger age, which can contribute to the fact that this group of people can feel worse in general. In contrast, females can enjoy the advantage of being raised in more supportive households, have more social support systems, and social conventions that endorse the importance of interpersonal relationship and family unity—something that has continuously been associated with higher levels of life satisfaction (Deci & Ryan, 2008). Such results necessitate further investigation of the influence of gender-specific social needs and support systems on the subjective well-being of young Pakistani people, and also indicate that gender-sensitive strategies should be applied to the development of mental health and well-being interventions to address the target group.

Implications of the Study

The results of this research have a number of implications in practice to parents, teachers, mental health workers, and policy-makers dealing with young people in Pakistan. The inverse correlation between parental involvement and quality of life indicates that parents should also be provided with knowledge regarding the difference between the supportive involvement and the controlling behavior. It is necessary to develop parenting workshops and community-based programs aimed at assisting parents to implement autonomy-supportive parenting that will contribute to the development of independence and self-confidence among children instead of parenting techniques that are motivated by the desire to control and compel children to follow particular standards. The non-significant though negative correlation between academic stress and quality of life in the educational sphere supports the significance of schools and universities to incorporate stress management, mindfulness-

based interventions, and counseling programs in their support system, especially during the high-stakes examination time. Teachers should also be equipped to identify symptoms of stressful distress among the students, and refer them to the right support mechanisms in time. The fact that the quality of life and parental involvement differed across the genders implies that the targeted interventions must be provided to meet the unique needs of the male and female youth. Young men programs can be required to create pressure reduction and emotional expression skills, whereas those aimed at young women should strengthen existing social support and overcome the lack of restrictions on personal development within the traditional gender norms. These findings, at the policy level, would call on the creation of youth well-being frameworks in Pakistan, which factor in family, academic, and cultural aspects to make sure that the policy is sensitive to the multifaceted nature of the lives of young people.

Limitation and Future Suggestions

Although the study has its contributions, the current study has limitations that must be considered when considering the findings. The cross-sectional design only allows taking a moment of observation of the interventions between variables, excluding the possibility of making any causal conclusions on the impact of parental involvement and academic stress on the quality of life in the long term. The self-report based approach also presents the issue of a response bias where the respondents might have filled the questionnaires as a result of social desirability especially when answering issues that might be sensitive like parental involvement in a collectivist cultural set up. Additionally, the use of stratified sampling to facilitate proportional representation, the results might still not be generalized to other regions other than the geographical location of Pakistan, where the sample was collected. It also included only parental involvement and academic stress as predictors of study excluding the potentially significant variables of peer relationships, socioeconomic status, and individual personality traits, which may influence youth well-being independently or interactively. Lastly, the psychometric tools were validated but originally were developed in Western countries and might not represent the subtleties of these constructs as perceived by the young people in Pakistan. To overcome these shortcomings, longitudinal designs should be taken up in future studies to bring about the time and cause-effect sequence of the relationships under study so that researchers can be in a position to monitor the development of these variables at various stages of development. The mixed-methods research methods, including qualitative data, would also enrich the knowledge base because they would interpret the subjective experiences of the young people concerning the parental involvement and academic pressure. The sample should be enlarged to incorporate young people with various socioeconomic status, urban and rural environments, and various provinces of Pakistan so that its representativeness and generalizability are enhanced. It is also recommended that researchers consider the mediating and moderating effects of such variables as resilience, coping strategies, peer support, and academic self-efficacy and develop culturally sensitive measures that are specifically validated among Pakistani young people so that the instruments used can encompass the reality experienced by the population but not the framework of different cultural contexts.

Conclusion

The current research is relevant to the overall ongoing research on the well-being of youth since it reveals that the parental involvement is a substantial negative predictor of quality of life whereas academic stress is a negative predictor but does not emerge as a factor when it is examined in relation to other variables. There were observed differences

between the genders as to the parental involvement and quality of life but not on the academic stress. All these results highlight how well the family, academic, and cultural settings interact to form the health of Pakistani adolescents. Longitudinal designs and inclusion of mediating variables like resilience, autonomy and social support together have been shown to be useful in the future research to further define the mechanisms by which these variables work.

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