

The Influence of Parenting Styles and Socioeconomic Status on Learning Motivation and Student Learning Outcomes in Junior High School: A Systematic Literature Review

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KEYWORDS

Parenting Styles,
Socioeconomic Status,
Learning Motivation,
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Pedagogical
Leadership

ABSTRACT This study aims to systematically examine the influence of parenting styles and family socioeconomic status on learning motivation and student learning outcomes at the junior high school level. The method used is a systematic literature review by examining various relevant empirical research findings from 2020 to 2025. The results show that parenting styles, particularly authoritative parenting, are positively associated with increased learning motivation, academic independence, and student learning achievement. Authoritative parenting, characterized by warmth, open communication, and guided autonomy, proves most effective in building students' intrinsic motivation. Conversely, authoritarian, permissive, and neglectful parenting styles tend to hinder students' academic development. Family socioeconomic status also plays an important role through the provision of learning facilities, parental educational support, home environment quality, and access to adequate learning resources. Learning motivation serves as a mediating variable that bridges the influence of parenting styles and socioeconomic status on student learning outcomes. In addition to family factors, pedagogical leadership of teachers and schools contributes to creating a conducive learning environment. This study recommends strengthening democratic parenting, improving educational access for low socioeconomic status families, and developing pedagogical leadership in schools to optimize student learning outcomes.

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1. INTRODUCTION

Education at the junior high school (JHS) level is a crucial phase in the academic and psychological development of students. At this stage, students are in early adolescence, characterized by significant emotional, social, cognitive, and motivational changes. Early adolescence is a transitional period

from childhood to late adolescence, during which individuals begin to develop self-identity, independence, and academic responsibility. Therefore, student learning success is not only determined by the quality of learning at school but is also substantially influenced by the family environment,

particularly parenting styles and family socioeconomic status.

Field observations indicate that many junior high school students still experience learning difficulties, low motivation, and unsatisfactory academic achievement. This phenomenon is inseparable from the family's role in supporting the child's educational process. In various regions, especially in areas with economic limitations, parents often lack the time, knowledge, or sufficient resources to accompany their children's learning process. Parental involvement in children's education remains relatively low, limited to meeting basic needs without being balanced with adequate academic and emotional support. This condition is exacerbated by the persistence of inappropriate parenting practices, such as authoritarian parenting that overly emphasizes obedience without dialogue, or permissive parenting that gives excessive freedom without adequate supervision.

On the other hand, inequality in access to educational resources also poses a serious challenge. Students from low socioeconomic status families often face limitations in learning facilities, limited internet access, a lack of supplementary books, and non-conducive learning environments. In the current digital era, the gap in access to educational technology is increasingly widening the achievement gap between students from different economic backgrounds. The recent COVID-19 pandemic has clearly demonstrated how socioeconomic inequality impacts students' ability to participate in distance learning.

Relevant research studies show that parenting styles play a strategic role in shaping students' learning attitudes, discipline, self-confidence, responsibility, and academic motivation. Parents who provide attention, emotional support, proportionate supervision, and guided autonomy tend to encourage children to develop stronger learning motivation. Conversely, parenting styles that are too authoritarian, permissive, or lacking involvement in the child's educational process can hinder students' academic and

psychological development. The meta-analysis conducted by Pinquart (2016) showed that parenting characterized by warmth, autonomy support, and appropriate behavioral control is positively associated with academic achievement in children and adolescents.

Family socioeconomic status is also an important factor influencing students' educational processes and outcomes. Socioeconomic status is generally reflected in parents' education level, occupation, income, and the availability of learning facilities at home. Families with better socioeconomic status tend to have greater capacity to provide books, technological devices, tutoring, conducive learning environments, and adequate educational access. These conditions contribute to increased learning motivation and academic achievement. The meta-analysis by Liu et al. (2022) found a positive correlation between socioeconomic status and academic achievement at the primary and secondary education levels with a moderate effect ($r = 0.22-0.28$).

Learning motivation serves as the primary psychological variable that can strengthen and bridge the influence of parenting styles and socioeconomic status on student learning outcomes. Chen et al. (2018) showed that learning motivation acts as a link between family conditions and students' academic abilities. Learning motivation formed in a supportive family environment then encourages students to be more active, persistent, and achievement-oriented. Tan et al. (2020), through a meta-analysis of 98 studies, found that the benefits of parental involvement on student achievement vary based on parental socioeconomic status, where more educational parental involvement provides greater benefits for students from high socioeconomic status families.

In addition to family factors, the school environment also plays an important role in supporting student learning success. Pedagogical leadership of teachers and principals is a key factor in creating a conducive learning environment that is responsive to student needs. Effective

pedagogical leadership can direct the learning process, understand students' academic and psychological needs, and create a learning atmosphere that encourages student participation and achievement. Research shows that pedagogical leadership has a direct positive effect on student achievement as well as indirect effects through the teaching methods used.

The research gap identified from the literature review is the limited number of studies that comprehensively integrate the influence of parenting styles, socioeconomic status, learning motivation, and pedagogical leadership within a single analytical framework, particularly in the context of Indonesian junior high school students. Most research still focuses on one or two variables without examining the complex interactions between these variables. Furthermore, research on the role of pedagogical leadership as a moderating factor in the relationship between family background and student learning outcomes remains scarce, especially at the junior high school level.

The novelty of this research lies in its effort to integrate four main variables—parenting styles, socioeconomic status, learning motivation, and pedagogical leadership—into a single comprehensive systematic literature review. This study not only examines the direct influence of each variable but also analyzes the role of learning motivation as a mediator and pedagogical leadership as a contextual factor that strengthens the relationship between family factors and student learning outcomes. This integrative approach is expected to provide a more holistic understanding of the determinants of academic success among junior high school students.

Based on the above description, this article aims to conceptually and empirically examine the influence of parenting styles and family socioeconomic status on learning motivation and student learning outcomes at the junior high school level through a systematic literature review method. This study is important because student learning outcomes cannot be understood solely from

cognitive aspects or classroom learning processes but must also be viewed as the result of interactions between family support, socioeconomic conditions, learning motivation, school environment, and pedagogical leadership capable of creating directed, meaningful, and sustainable learning.

2. METHODS

This study employs a systematic literature review method, a research approach conducted through the processes of examination, analysis, and synthesis of various previous research findings relevant to the topic under study. This method was chosen because it can provide a comprehensive understanding of the development of previous empirical findings while helping to identify patterns of relationships among the variables studied. A systematic literature review differs from traditional literature reviews because it applies structured and transparent search, selection, and analysis protocols to minimize bias.

The stages of the literature study in this research follow a modified PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol, including: (1) identifying the focus of the study and research questions; (2) searching for relevant literature through academic databases; (3) selecting sources based on inclusion and exclusion criteria; (4) extracting data from selected articles; (5) analyzing and synthesizing findings; and (6) compiling the review report. The focus of the study was determined based on four main variables: parenting styles, family socioeconomic status, learning motivation, and student learning outcomes, with pedagogical leadership as a contextual variable.

Literature searches were conducted through various reputable academic databases, including Scopus, Web of Science, Google Scholar, ERIC, and PubMed, with a publication range from 2020 to 2025. The keywords used in the search included combinations of: parenting styles, parenting practices, socioeconomic status, family SES,

learning motivation, academic motivation, academic achievement, learning outcomes, middle school students, junior high school, adolescent academic achievement, pedagogical leadership, and instructional leadership. The search strategy employed Boolean operators (AND, OR) to optimize search results.

The inclusion criteria applied in the literature selection included: (1) indexed journal articles or academic books published between 2020-2025; (2) research discussing at least two of the four main variables; (3) the research population was junior high school students or equivalent; (4) articles available in Indonesian or English; (5) empirical research (quantitative, qualitative, or mixed methods) or meta-analyses. Exclusion criteria included: (1) articles without abstracts or full-text access; (2) opinion articles or editorials without empirical data; (3) research with populations outside the JHS level.

Based on the selection process, a total of 40 articles and books met the inclusion criteria. Data from these sources were extracted and analyzed using thematic analysis methods to identify patterns of relationships among variables. The analysis was conducted by grouping findings based on the variables studied, followed by synthesis to build a comprehensive conceptual framework regarding the relationships between parenting styles, socioeconomic status, learning motivation, pedagogical leadership, and student learning outcomes. Table 1 presents a summary of the characteristics of the analyzed literature.

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3. RESULT AND DISCUSSION

Description of the Inter-Variable Relationship Model

Based on the results of the literature review, a conceptual model was developed describing the relationships between parenting styles, family socioeconomic status, learning motivation, pedagogical leadership, and student learning outcomes.

studied, followed by synthesis to build a comprehensive conceptual framework regarding the relationships between parenting styles, socioeconomic status, learning motivation, pedagogical leadership, and student learning outcomes. Table 1 presents a summary of the characteristics of the analyzed literature.

This model integrates findings from various empirical studies that have been analyzed. Broadly, the model shows that parenting styles and family socioeconomic status influence student learning outcomes both directly and indirectly through learning motivation as a mediating variable. Pedagogical leadership acts as a contextual variable that can strengthen or weaken these relationships within the school context.

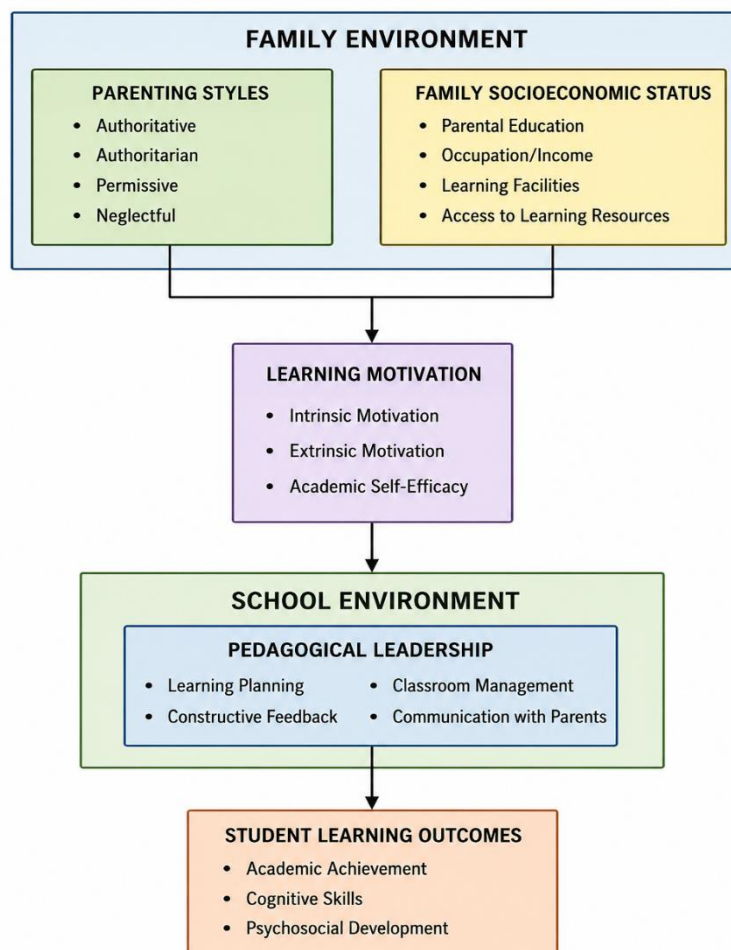


Figure 1. Conceptual Model of the Relationships Between Parenting Styles, Socioeconomic Status, Learning Motivation, and Student Learning Outcomes

The Influence of Parenting Styles on Learning Motivation

The results of the review show that parenting styles have a close relationship with student learning motivation. Authoritative parenting tends to encourage the formation of intrinsic motivation, responsibility, discipline, and learning independence. Parents who provide emotional support, establish clear rules, and give children space to express their opinions can create a family climate conducive to the development of students' academic motivation. Conversely, authoritarian, permissive, and neglectful parenting styles tend to have less supportive effects on student learning motivation.

Research by Hong & Shin (2021) showed that maternal parenting behaviors have indirect effects on middle school students' self-regulated learning through self-determination motivation. This finding is reinforced by research showing that perceived positive parenting among middle school students influences academic achievement through the mediation of self-esteem and academic engagement. Authoritative parenting is viewed as the most supportive parenting style for students' academic development because it combines affection, open communication, supervision, and balanced autonomy provision.

Table 2. The Influence of Parenting Styles on Student Learning Motivation

Parenting Style	Characteristics	Impact on Learning Motivation	Impact on Learning Outcomes
Authoritative	Warmth, open communication, proportionate supervision, guided autonomy	Increases intrinsic motivation, independence, discipline	High academic achievement
Authoritarian	Absolute obedience, punishment, lack of dialogue	Fear/pressure-based motivation	Moderate-low academic achievement
Permissive	Excessive freedom, lack of boundaries	Low motivation, lack of discipline	Low academic achievement
Neglectful	Lack of involvement, indifference	Very low motivation	Very low academic achievement

The Influence of Socioeconomic Status on Learning Motivation

Family socioeconomic status influences student learning motivation through the material and psychological support available in the family environment. Students from families with better socioeconomic status generally have more adequate access to books, internet, study spaces, additional tutoring, and academic support from parents. The availability of these resources can increase students' interest in learning, self-confidence, and educational aspirations. Brown & Putwain (2022) showed that socioeconomic status is indirectly related to student achievement through expectations and subjective task value.

Chen et al. (2022) found that family social class has a positive predictive effect on junior high school students' academic achievement, where intrinsic learning motivation plays a

partial mediating role in this relationship. This finding indicates that learning motivation can serve as a psychological mechanism linking family socioeconomic conditions with student learning outcomes. Research also shows that parental educational expectations moderate the mediation of intrinsic motivation, where the influence of social class on intrinsic motivation changes along with differences in parental educational expectations.

The Influence of Parenting Styles on Learning Outcomes

Parenting styles influence student learning outcomes through the formation of discipline, study habits, self-control, and academic orientation. Students raised with authoritative parenting tend to have better abilities in managing time, completing tasks, facing academic pressure, and maintaining learning commitment. Supportive parenting

helps students understand that learning activities have important value for their future. The meta-analysis by Shi et al. (2022) showed that positive parenting such as emotional warmth and understanding has significant beneficial effects on children's academic achievement, while negative parenting such as punishment and violence, over-involvement and over-protection, and rejection and denial are negatively associated with academic achievement.

Longitudinal research by Kılıç & Aydın (2022) showed that authoritative parenting prospectively relates to better academic achievement and higher self-efficacy and intention to obtain good grades. Self-efficacy and intention were found to mediate the relationship between parenting and academic achievement. These findings confirm that parenting not only shapes children's behavior at home but also influences student engagement in the learning process at school through internal psychological mechanisms.

The Influence of Socioeconomic Status on Learning Outcomes

Socioeconomic status is an important predictor in explaining student learning outcomes. Families with higher education and income levels generally have greater knowledge, time, and resources to support children's education. Highly educated parents tend to have stronger awareness of the importance of education, enabling them to provide better direction, mentoring, and academic support to children. Liu et al. (2022), through two meta-analyses, found a moderate correlation between socioeconomic status and academic achievement in primary and secondary education, with effects varying based on macro and micro moderators.

Selvitopu & Kaya (2023) in their meta-analysis found that the relationship between socioeconomic status and academic achievement shows a moderate positive correlation. All moderators—type of SES measure, academic achievement scale, location, grade level, subject, and year—produced significant effects. This finding indicates that the influence of socioeconomic status on learning outcomes is complex and influenced by various contextual factors.

Table 3. Correlation between Socioeconomic Status and Academic Achievement Based on Meta-Analyses

Researcher	Year	Number of Studies	Sample Size	Correlation (r)	Notes
Liu et al.	2022	326	>100,000	0.22-0.28	Primary & secondary education
Selvitopu & Kaya	2023	48	386,601	Moderate (r~0.30)	Various levels
Tan et al.	2020	98	>50,000	Varies	Moderated by parent SES
Sirin (in meta-analysis)	2005	>100	>100,000	0.25-0.30	K-12 levels

The Role of Learning Motivation as a Mediating Variable

Learning motivation serves as an important variable bridging the influence of parenting styles and family socioeconomic status on student learning outcomes. Positive parenting can increase learning motivation through emotional support, supervision, open communication, and guided autonomy. The motivation formed from this family environment then encourages students to be more active, persistent, and achievement-oriented.

Good socioeconomic status can also strengthen learning motivation by providing more supportive learning conditions. Learning facilities, technology access, academic support, and parental educational expectations can increase students' self-confidence and academic aspirations. Brown & Putwain (2022) showed that differences in SES and gender in achievement can be partially explained by psychological factors, namely students' expectations of success and subjective task value.

Conceptually, the relationship among

variables in this study can be explained as follows: parenting styles and family socioeconomic status influence learning motivation, which then contributes to student learning outcomes. This model aligns with Chen et al. (2022), who showed that intrinsic learning motivation plays a partial mediating role between family social class and academic achievement. Costa et al. (2024) also position motivation as one of the important determinants of academic achievement from middle to secondary school education.

The Role of Pedagogical Leadership

Pedagogical leadership plays an important role in connecting students' family conditions with the learning process at school. Students from different socioeconomic backgrounds and parenting styles require responsive learning approaches. Therefore, teachers and principals need pedagogical competencies to understand students' academic and psychological needs, manage the learning process, provide direction, and create a learning environment that encourages student engagement.

Research by Asmara et al. (2023) emphasizes that effective pedagogical leadership can strengthen learning motivation through constructive feedback, positive communication, and the implementation of learning strategies appropriate to student characteristics. Teachers capable of leading the learning process pedagogically can help students from low socioeconomic status families maintain good learning opportunities. Pedagogical leadership functions as a supporting factor that can enhance learning outcomes, especially when there are differences in parenting styles, family support, and student socioeconomic conditions.

DISCUSSION

Authoritative Parenting as a Foundation for Learning Motivation

The results of the review indicate that authoritative parenting is the most effective form of parenting in increasing student

learning motivation. This parenting style is characterized by a combination of emotional warmth, two-way open communication, clear and consistent rule-setting, and guided autonomy appropriate to the child's developmental stage. Parents who apply authoritative parenting tend to be more responsive to children's needs, able to listen to children's opinions, and provide rational explanations behind the rules they set. This condition creates a psychologically safe family climate where children feel valued and supported to develop their potential.

Spera's (2005) research, which remains relevant today, showed that authoritative parenting is associated with better school achievement, including in aspects of academic motivation. This finding is reinforced by Pinquart (2016), who emphasized that parenting dimensions such as warmth, autonomy support, and appropriate supervision have positive relationships with academic achievement in children and adolescents. Recent research by Kılıç & Aydın (2022) showed that authoritative parenting prospectively relates to better academic achievement and higher self-efficacy.

In the context of self-determination theory (Deci & Ryan, 2000), authoritative parenting fulfills three basic psychological needs of children: autonomy (guided freedom), competence (support for development), and relatedness (warmth and acceptance). Fulfillment of these three needs encourages the formation of stronger and more sustainable intrinsic motivation. Children who grow up in an authoritative parenting environment tend to internalize educational values as part of themselves, rather than as a burden or external demand.

Negative Impacts of Non-Authoritative Parenting Styles

Conversely, authoritarian, permissive, and neglectful parenting styles tend to have less supportive effects on student learning motivation. Authoritarian parenting that emphasizes absolute obedience without dialogue can cause students to learn due to pressure or fear of punishment, rather than

from self-awareness and internal interest. In the long term, externally pressured motivation tends to be unsustainable and can lead to academic burnout and decreased student mental health.

Permissive parenting that gives excessive freedom without clear boundaries can weaken learning discipline and academic responsibility. Students accustomed to permissive parenting may experience difficulties in time management, completing assignments on time, and facing academic demands requiring persistence and commitment. Hong & Shin (2021) showed that maternal parenting behaviors have indirect effects on students' self-regulated learning through self-determination motivation, confirming the importance of balance between support and control in parenting.

Neglectful parenting shows the most negative impact on students' academic development. Lack of parental involvement in children's education, both emotionally and practically, can decrease learning motivation, self-confidence, and student engagement in academic activities. Students from families with neglectful parenting often lack role models or adequate support to overcome academic challenges, putting them at risk of learning failure and dropping out of school.

Socioeconomic Status and Access to Educational Resources

Family socioeconomic status influences learning motivation and student learning outcomes through various pathways, especially the availability of educational resources. High socioeconomic status families have greater capacity to provide adequate learning facilities, such as quality books, technological devices, comfortable study spaces, and internet access. Additionally, they are better able to afford additional tutoring, enrichment courses, and extracurricular activities that support students' academic and non-academic development.

Liu et al. (2022), through a meta-analysis of 326 empirical studies, found a moderate correlation between socioeconomic status

and academic achievement in primary and secondary education. This finding indicates that although socioeconomic status is not the sole determinant of academic success, this factor has a significant and consistent influence across various cultural and geographical contexts. Selvitopu & Kaya (2023) also found that the relationship between SES and academic achievement shows a moderate positive correlation with various moderators influencing the strength of the relationship.

However, it is important to note that low socioeconomic status does not always lead to low learning motivation. Under certain conditions, economic limitations can serve as a driving force for students to study harder to improve their life circumstances. This phenomenon is known as academic resilience, where students from low-economic backgrounds can achieve high academic performance due to factors such as social support, strong internal motivation, and effective pedagogical leadership at school.

Learning Motivation as a Psychological Bridge

Learning motivation serves as a mediating variable bridging the influence of parenting styles and socioeconomic status on student learning outcomes. Chen et al. (2022) showed that intrinsic learning motivation plays a partial mediating role between family social class and academic achievement. This means that part of the influence of socioeconomic status on academic achievement occurs through increases or decreases in student learning motivation. Students from high socioeconomic status families tend to have higher learning motivation because they are supported by facilities and parental expectations, which in turn encourages better academic achievement.

Brown & Putwain (2022) reinforced this finding by showing that differences in SES in achievement can be partially explained by psychological factors, namely students' expectations of success and subjective task value. Students from high SES families tend

to have higher success expectations and place greater value on academic tasks, which then encourages greater effort and persistence in learning. Conversely, students from low SES families may have lower expectations and value education less, which can hinder learning motivation and academic achievement.

Tan et al. (2020), through a meta-analysis of 98 studies, found that the benefits of parental involvement on student achievement vary based on parental socioeconomic status. More educational parental involvement—such as helping with homework, discussing school, and providing learning support—provides greater benefits for students from high socioeconomic status families. This finding indicates that interventions to improve learning motivation need to consider the socioeconomic context of the family to be more effective.

Pedagogical Leadership as a Contextual Factor

Pedagogical leadership of teachers and principals serves as a contextual factor that can strengthen or weaken the influence of family factors on student learning outcomes. Research shows that effective pedagogical leadership can create a learning environment responsive to the needs of students from various backgrounds. Teachers with good pedagogical competencies can identify student learning difficulties, provide constructive feedback, and adjust learning strategies to student characteristics and needs.

Asmara et al. (2023) emphasize that effective pedagogical leadership can strengthen learning motivation through constructive feedback, positive communication, and the implementation of learning strategies appropriate to student characteristics. Teachers capable of leading the learning process pedagogically can help students from low socioeconomic status families maintain good learning opportunities. This is highly important given the inequality in access to educational resources outside of school.

Pedagogical leadership also includes the school's ability to build effective

communication with students' parents. Schools with good parental involvement programs can help parents, especially those from low-economic backgrounds, better understand how to support children's education at home. Programs such as regular parent-teacher meetings, workshops on parenting and education, and academic consultations can bridge the gap between the family and school environments.

Practical Implications for Parents

Based on the review results, parents are advised to apply authoritative parenting characterized by a balance of emotional warmth, open communication, proportionate supervision, and guided autonomy. Parents need to provide consistent emotional support to children, listen to children's opinions and feelings, and involve children in decision-making related to their education. At the same time, parents also need to establish clear rules and expectations regarding learning, discipline, and responsibility, and provide fair and consistent consequences if rules are violated.

Parents also need to increase involvement in children's education, not only in the form of homework supervision but also through discussions about children's learning experiences, providing encouragement and praise for effort and achievement, and instilling positive values about the importance of education. This positive parental involvement, as found by Tan et al. (2020), has significant benefits for student academic achievement, especially if done in a supportive and empowering manner, rather than controlling or intimidating.

Practical Implications for Schools and Government

Schools need to strengthen pedagogical leadership of teachers and principals through continuous professional development, effective academic supervision, and creation of a school climate that supports learning. Teachers need to be equipped with skills to identify and respond to the needs of students from various family backgrounds, including students from low socioeconomic status families or those with

less supportive parenting. Training on culturally responsive teaching, differentiated learning, and positive classroom management can help teachers create inclusive and supportive learning environments.

The government and schools also need to pay special attention to students from low socioeconomic status families through the provision of learning facilities, access to learning resources, academic tutoring, and mentoring programs. Programs such as operational assistance for schools, scholarships, provision of books and technological devices, and school meal programs can help reduce gaps in access to educational resources. Additionally, parental involvement strengthening programs, especially for families with low parental education, need to be developed to help parents better understand how to support children's education.

Integration between Family and School

Based on the overall review results, improving junior high school student learning outcomes needs to be done through an integrated approach between family and school. Family support, socioeconomic conditions, learning motivation, and pedagogical leadership are interconnected factors in determining student academic success. Schools need to build strong partnerships with parents through regular communication, parental involvement in school activities, and parental education programs aimed at increasing parenting capacity and educational support at home.

This integrative approach aligns with Bronfenbrenner's ecological theory, which emphasizes the importance of interactions between various environmental systems—microsystem (family and school), mesosystem (interactions between family and school), and exosystem (policies and community resources)—in shaping child development. Student educational success does not depend on a single factor but is the result of complex interactions between various factors at the individual, family, school, and community levels.

Study Limitations

This study has several limitations that should be acknowledged. First, as a literature study, this research does not empirically test the relationships among the variables studied, so generalizations of findings should be made with caution. Second, most of the analyzed literature comes from the context of developed or East Asian countries, so it may not fully represent the Indonesian context with its unique cultural and socioeconomic diversity. Third, the relatively short publication timeframe (2020-2025) may limit the scope of findings obtained.

Future research is advised to empirically test the relationships between parenting styles, socioeconomic status, learning motivation, pedagogical leadership, and learning outcomes using quantitative, qualitative, or mixed methods approaches in the context of Indonesian junior high school students. Longitudinal research is also needed to understand the dynamics of relationships among variables over time, as well as the effectiveness of interventions designed to improve student motivation and learning outcomes through strengthening parenting and pedagogical leadership.

Theoretical Contributions

This review provides a theoretical contribution by integrating four main variables within a single comprehensive analytical framework. The conceptual model developed illustrates how parenting styles and family socioeconomic status influence student learning outcomes through learning motivation as a mediator, with pedagogical leadership as a contextual factor. This model enriches understanding of the determinants of academic success among junior high school students and can serve as a foundation for developing theory on the interaction between family and school factors in education.

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