A Bibliometric Analysis of Research Trends in Parental Management and Learning Achievement: Global Perspectives and Future Directions

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ABSTRACT

The objective of this study is to conduct a bibliometric analysis of research trends in parental management and learning achievement, aiming to map the evolution of scholarly focus in this area and identify emerging themes. Utilizing the Scopus database, the research examines publication patterns, authorship, and keyword co-occurrence to provide a comprehensive overview of the landscape of parental involvement in education. The findings reveal a significant increase in publications over the past decade, peaking in 2021, which indicates a growing interest in understanding the multifaceted ways parents influence their children's academic outcomes. The analysis highlights the prominence of international collaborations, suggesting a broader, cross-cultural examination of parental involvement. Additionally, emerging areas of interest, such as the role of technology in education and the psychological factors associated with parental management, are identified. The implications of this research underscore the global relevance of parental management in education and the necessity for future studies to address gaps in the literature, particularly in underrepresented regions. By expanding data sources and incorporating qualitative methods, researchers can gain deeper insights into the contextual nuances of parental involvement, ultimately informing educational practices and policies that enhance student learning outcomes across diverse settings.

Keywords: Bibliometric analysis, Learning achievement, Parental management, Research trends.

INTRODUCTION

In the landscape of modern education, the role of parental involvement in shaping students' academic outcomes has garnered significant scholarly attention (Eden, 2024). Educational theorists and policymakers have long recognized that the family, particularly parents, plays a crucial role in enhancing a child's learning environment (Kelty, 2020). Among the various forms of parental involvement, parental management-the deliberate structuring of a child's educational experiences and routines-has emerged as a key factor influencing academic achievement (Lerner *et al.*, 2022). Parental management is not merely limited to helping with homework or attending parent-teacher conferences but also encompasses the broader organization of a student's academic life, including setting academic goals, monitoring progress, and fostering a positive learning attitude. As the global educational environment evolves, understanding how parental management affects learning achievement across different cultural, socioeconomic, and educational contexts has become increasingly important.

The concept of learning achievement has traditionally been defined through measurable outcomes such as test scores, graduation rates, and grades (Liem, 2019). However, it also includes the development of critical thinking, problem-solving skills, and motivation toward lifelong learning (Almulla, 2023). The role that parents play in fostering these outcomes is profound, with numerous studies highlighting how parental engagement, support, and management strategies can directly impact a child's educational success. Yet, despite a growing body of research on parental involvement, there has been relatively little focus on how parental management, specifically, affects learning achievement on a global scale (Boyle & Benner, 2024).

To date, most research on parental management has focused on specific geographic regions or cultural contexts, often lacking a global or comparative perspective (He *et al.*, 2021). Furthermore, the majority of studies rely on empirical or qualitative methodologies, leaving a gap in the literature for comprehensive, data-driven overviews that map the evolution of research trends in this field. It is in this context that bibliometric analysis provides a powerful tool for examining the broader academic discourse

on parental management and learning achievement (Lim, 2024). Bibliometrics is a method of analyzing the quantity and quality of academic publications to uncover trends, patterns, and relationships within a given field. By applying bibliometric techniques to the study of parental management and its effects on learning achievement, we can gain a more holistic understanding of how this field has developed over time and where it is heading in the future.

This study conducts a bibliometric analysis of the research trends in parental management and learning achievement, with the goal of identifying key authors, institutions, and themes that have shaped the field over the past two decades. Using data from Scopus, one of the most comprehensive academic databases available, we systematically examine the publication patterns, citation networks, and thematic evolution of the literature on this topic. This bibliometric approach allows us to visualize how research on parental management and learning achievement has expanded across different regions, fields, and institutions, and provides insights into emerging areas of interest that have not yet been fully explored. Therefore, this research is aimed to answer the following questions:

How has the scientific production of parental management and learning achievement evolved?

Who are the most influential authors in this field, and what is their impact?

Which countries are leading in research on parental management and learning achievement?

What are the key institutions contributing to this research?

Which journals or sources have the most publications on this topic?

What are the most common keywords and research topics, and how have they changed over time?

What are the emerging trends in parental management and learning achievement research?

METHODOLOGY

This research aims to explore and address key objectives related to the scientific production of parental management and learning achievement. Specifically, the study seeks to understand how the body of research in this field has evolved over time, identifying the most influential authors and their impact on the discourse. It further aims to examine the leading countries and institutions driving research in this area, along with the journals and sources contributing the most publications. Additionally, the study investigates the most common keywords and research topics, tracing how they have shifted over time, while also identifying

emerging trends that signal future directions in the study of parental management and learning achievement. Hence, this study utilizes bibliometric analysis to examine global research trends on parental management and learning achievement (Lim, 2024). The methodology follows key stages, including data collection, processing, and analysis, to systematically explore the field.

Data Collection

Data is sourced from the Scopus database, chosen for its extensive coverage of academic publications. The search uses keywords like "parental AND management AND learning AND achievement" to capture relevant studies. The search covers publications from 1985 to 2024, including English and *Bahasa Indonesia* papers, ensuring a global perspective (see Figure 1). The focus is on peer-reviewed articles, conference papers, and review articles. Scopus's comprehensive metadata, including citation information, enables a robust bibliometric analysis.

Data Processing

Once collected, the data undergoes cleaning to remove duplicates and irrelevant publications. Titles and abstracts are reviewed to ensure alignment with the study's focus on parental management and learning achievement. Relevant bibliographic data such as authorship, publication year, journal, keywords, and citations are extracted. This dataset is then prepared for further analysis using VOSviewer and Biblioshiny.

Data Analysis

The analysis is conducted in two phases: descriptive analysis and co-occurrence analysis. In the descriptive analysis, the study identifies trends in publication volume, prolific authors and their countries, prolific affiliations, and leading journals. The keyword analysis reveals dominant themes and topics within the literature, offering insights into research trends.

In the co-occurrence analysis, VOSviewer is used to create keyword networks that visualize relationships between research areas. This phase uncovers key themes, such as the impact of parental involvement on academic success, and reveals clusters of research topics, showing how areas like primary and higher education are connected.

Reporting and Visualization

The findings are presented through network maps, showcasing co-authorships, keyword co-occurrences, and citation networks. These visualizations help identify influential studies and emerging research topics. The analysis highlights gaps in the literature and suggests directions for future research on parental management and learning achievement.

Findings

After the data was gathered from the Scopus database and analyzed using VOSviewer and Biblioshiny, the findings are presented in the form of some figures as the following.

Figure 2 illustrates the Annual Scientific Production from 1985 to early 2024, presenting the trends in the number of published articles across the years. During the period from 1985 to 1995, the scientific output was sporadic and minimal, with an average of less than one article published annually. Peaks were observed in 1987, when three articles were published, and in 1991, which recorded six articles-making it the highest point of productivity in this timeframe. However, these spikes were not sustained, as the subsequent years, including 1985, 1986, 1988, and 1990, saw no publications at all, demonstrating a highly inconsistent output during this early phase. After the peak in 1991, production sharply dropped to zero in 1992 and 1993, reflecting a significant decline.

Between 1995 and 2010, the production level remained low, with many years seeing either no publications or only one article. On average, fewer than two articles were published per year during this period. Nonetheless, there were occasional bursts of increased activity. For example, five articles were published in 1997, and 2003 saw three articles, suggesting moments of heightened productivity. Despite these spikes, the numbers generally returned to zero or one in the following years, highlighting the intermittent nature of research output during this time.

A clear turning point occurred in 2011, as the number of articles began to show steady growth. From 2012 to 2014, production rose modestly, with one to two articles published each year. The upward trend became more pronounced from 2015 onward. By 2017, the annual output reached three articles, marking a significant increase. The growth continued, with four articles published in 2019. The peak of this period occurred in 2021, when six articles were published, equaling the previous record set in 1991. This steady rise reflects an average increase of approximately one article every two years, signaling a consistent improvement in research productivity.

In the years 2022 and 2023, scientific output remained relatively high compared to earlier decades, with four to five articles published each year. In early 2024, the number of articles slightly decreased to three. Despite this minor decline, the overall trend shows a sustained period of growth, with the annual output increasing by approximately 300% compared to the low levels seen before 2011.

Next, the findings analyze the most relevant authors who wrote articles on parental management and learning achievement. The results are presented in Figure 3.

Figure 3 highlights the most relevant authors in a specific research domain, each contributing precisely one document to the scientific literature within the observed dataset. On the vertical axis (y-axis), the names of the authors are displayed, while the horizontal axis (x-axis) quantifies the number of documents authored, with the maximum count being one. This means that all listed authors-such as Abdulrahman M, Adams Gr, Admosidastro N, Al Nagalingam Sv, Albehiery Rm, Ali Nm, Aljabri N, Alsuwayl Am, Altszuler Ar, and Ancel P-Y-have contributed one publication each.

Despite each author having only a single publication, their inclusion in this figure underscores the relevance or significance of their work to the research field in question. It is likely that their contributions hold notable value within the domain being analyzed, as they are identified as key figures in the dataset. The uniform count of one document per author reflects a distributed pattern of scientific authorship, with no single researcher dominating the field.

This graph emphasizes the diversity of contributors within the dataset, suggesting that the research domain involves a wide range of authors, each making an equal numerical contribution in terms of document production. The equal representation highlights the collaborative nature of the field, where multiple individuals contribute independently to the collective knowledge base.

The relevant authors also correspond to the countries that contribute to the publication on parental management and learning achievement topics. The results of the analysis appear in Figure 4.

Figure 4 presents the distribution of corresponding authors' countries based on their contributions to scientific publications, categorized into Single Country Publications (SCP) and Multiple Country Publications (MCP). The x-axis represents the number of documents contributed, while the y-axis lists the corresponding authors' countries.

The United States (USA) leads significantly in SCP contributions, with eight documents solely attributed to domestic collaborations, as indicated by the entirely teal bar. In contrast, Australia, which ranks second in contributions, shows both SCP and MCP, with four documents in total, two of which involve international collaborations (MCP) highlighted in red. Germany follows closely, contributing three documents, all of which are SCP. Similarly, the Netherlands makes three contributions, with one document reflecting international Collaboration (MCP).

Portugal, Austria, Israel, and Belgium demonstrate a notable balance between SCP and MCP. Portugal contributes two documents, equally split between SCP and MCP, indicating an active engagement in both domestic and international research networks. Austria and Israel each contribute two documents, with one involving MCP, while Belgium mirrors this trend with two documents split between SCP and MCP.
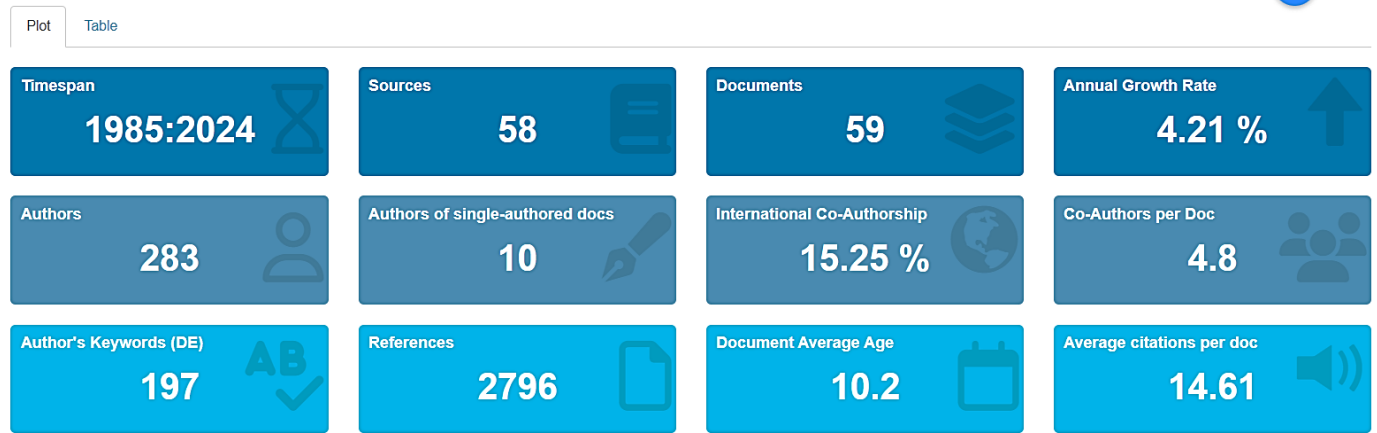
Plot   Table

Timespan	Sources	Documents	Annual Growth Rate
1985:2024	**58**	**59**	**4.21 %**

Authors	Authors of single-authored docs	International Co-Authorship	Co-Authors per Doc
283	**10**	**15.25 %**	**4.8**

Author's Keywords (DE)	References	Document Average Age	Average citations per doc
197	**2796**	**10.2**	**14.61**

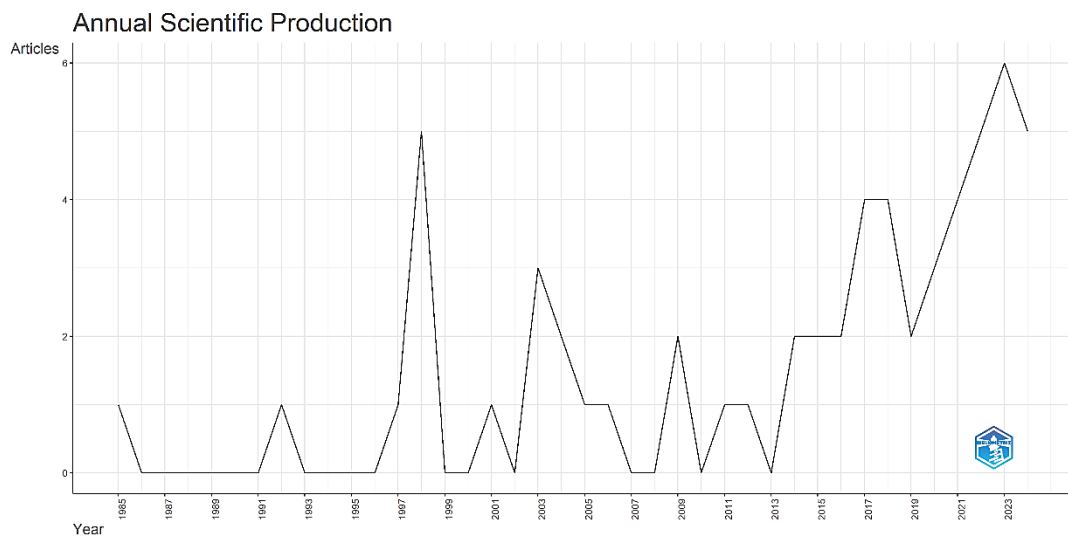**Figure 1:** The gathered data from Scopus.

Figure 2: The annual scientific production.
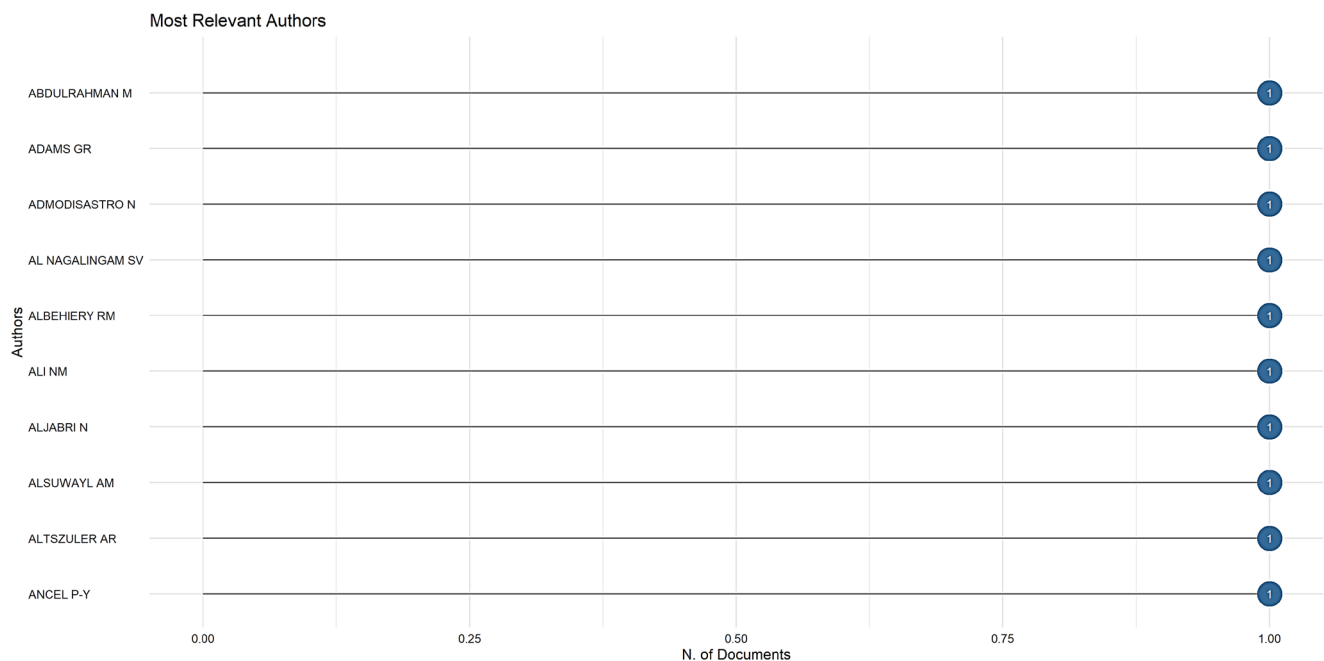

Figure 3: The most relevant authors.

Several countries, such as Canada, Indonesia, and Finland, are exclusively engaged in SCP, each contributing a single document. This pattern reflects a focus on domestic research without international collaborations. Meanwhile, other countries like Argentina, France, Greece, Hungary, India, Japan, Latvia, and South Africa exhibit contributions of one or two documents, with varying levels of MCP participation. For example, Japan and South Africa each have two documents, with one involving international collaboration, showcasing their effort in global research partnerships.

This figure underscores the dominance of the USA in independent research production and highlights the strong collaborative tendencies observed in European countries. Additionally, it demonstrates the global distribution of scientific contributions, with authors from regions as diverse as South America (Argentina) and Asia (India, Indonesia, Japan) actively participating in the scientific discourse.

Then the findings not only emphasize the collaborative nature of global research efforts but also set the stage for a closer examination of the institutional affiliations contributing to this body of work. Figure 5 delves into these affiliations, offering a detailed breakdown of the institutions most actively publishing, and highlighting the diverse academic landscape represented in this research.

Figure 5 illustrates the most relevant affiliations based on the number of articles associated with each institution. On the vertical axis, various affiliations are listed, including *Dubai Medical College, Florida International University, Universidade Católica Portuguesa, and the University of Reading*, among others. The horizontal axis represents the number of articles contributed by each institution. The affiliations are plotted according to the number of articles, with circles indicating the quantity for each.

The largest contributions, with six articles each, come from *Dubai Medical College, Florida International University*, and *Universidade Católica Portuguesa*. The University of Reading follows closely, contributing five articles. Several institutions, such as *"Papageorgiou" General Hospital, Australian National University*, and *Universiti Teknologi MARA*, each contributed four articles, while *"Alexandru Ioan Cuza" University of Iași* contributed three articles. The size of the circles emphasizes the number of articles, with larger circles representing higher contributions.

Research question number five seeks to find the most relevant journal for publication of the similar interest of topic with this research study. The results are presented in Figure 6.

Figure 6 represents the most relevant sources based on the number of documents associated with each. The vertical axis lists the sources, including "Zeitschrift für Kinder- und Jugendpsychiatrie und Psychotherapie," "2011 IEEE Conference on Open Systems," "Adolescence," and several others, while the horizontal axis shows the number of documents. Most of the sources have contributed one document each, as indicated by the blue circles plotted at the "1" mark on the horizontal axis. However, the "Zeitschrift für Kinder- und Jugendpsychiatrie und Psychotherapie" stands out as the most relevant source, with two documents, denoted by a larger circle at the "2" mark. The chart emphasizes the number of documents from each source, with minimal variation, except for this one standout source.

Then, the present study also searches for the most operational keywords in the relevant research and how they change over time. The results of the analysis appear in Figures 7 and 8.

Figure 7 is a visual representation of a co-occurrence network map, likely generated by VOSviewer, which depicts the relationships
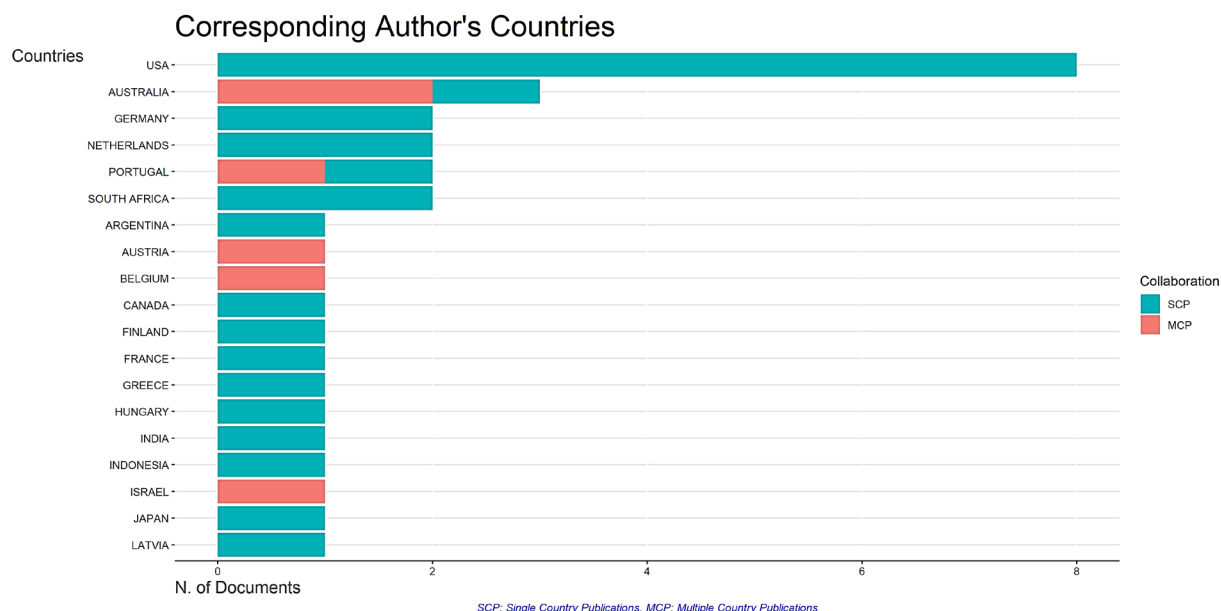

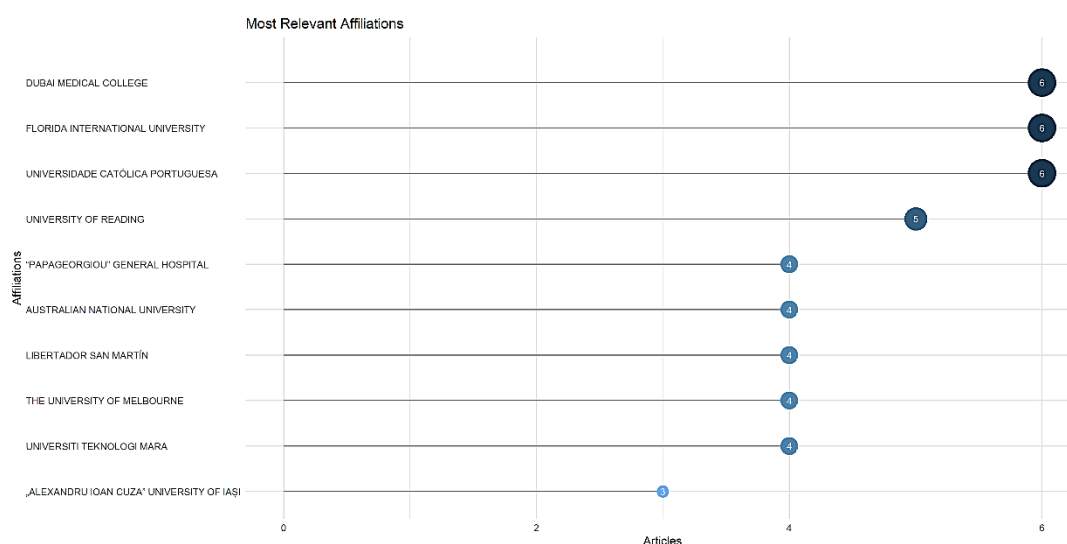**Figure 4:** Corresponding authors' countries.

Figure 5: The most relevant affiliation.

between various terms related to academic achievement, human behavior, and child development. The nodes in the network represent different terms, with their size indicating the frequency of occurrence, and the lines connecting the nodes indicate co-occurrence or association between these terms in a dataset or body of literature. The terms are clustered into different colors, suggesting thematic groupings. For example, the term "academic achievement" is central and connected to terms like "learning," "school," and "students" (colored in green), indicating a close relationship between these concepts. Other clusters include terms such as "child behavior," "learning disorder," and "attention deficit disorder" (in red), focusing on child-related behavioral and psychological factors. Another cluster (in blue) seems to concentrate on child development-related terms like "childcare," "child-parent relation," and "preschool child." Lastly, a yellowish cluster branches out, focusing on "parental involvement," indicating its association with academic outcomes. The figure captures the interrelations across various fields such as education, psychology, and child behavior in research.

Figure 8 is a co-occurrence network map, also generated by VOSviewer that visualizes the relationships between various terms associated with academic achievement, human behavior, and child development over time. The nodes represent key terms, and the lines between them indicate the strength of their co-occurrence. The color gradient, ranging from yellow to blue, represents the average publication year of studies using these terms, with yellow nodes indicating more recent studies and blue nodes indicating older ones. The term "academic achievement" appears central, connected predominantly to terms like "school," "learning," and "students," which are shaded in green and blue, suggesting an earlier focus in the literature. On the right side, terms like "child behavior," "learning disorder," and "attention deficit disorder" cluster together, indicating a significant body of research on child-related behavioral issues and educational

challenges, with these terms appearing in various shades of blue and green. Additionally, the term "parental involvement," positioned at the top left and colored yellow, seems to represent a more recent area of research, indicating growing attention to the role of parents in academic achievement. This figure illustrates the evolution of research interests over time, highlighting newer trends and ongoing connections across disciplines such as education, psychology, and child development.

Finally, this study is intended to know the emerging trends of research in parental management and learning achievement topics. Based on the data mining from Scopus and the analysis through operating VOSViewer and Biblioshiny, the results are presented in Figure 9.

Figure 9 illustrates the evolving trends of research topics over time, focusing on terms related to academic achievement, child development, psychology, and education. The y-axis lists these terms, while the x-axis represents the timeline spanning from 1998 to 2022. Each term is visualized through horizontal lines indicating its presence across years, and the size of the bubbles reflects the frequency of term usage, with larger circles denoting higher frequencies.

In the late 1990s and early 2000s, terms such as "cross-sectional study," "educational status," "social status," and "prevalence" dominated the research landscape. For instance, "cross-sectional study" maintained a consistent frequency, appearing with moderate relevance each year during this period. From 2000 onward, terms such as "quality of life" and "major clinical study" emerged, although their frequencies remained relatively stable, with no significant spikes.

A noticeable shift occurred after 2010, with terms like "academic achievement," "child behavior," and "learning disorder" showing marked increases in usage. Specifically, "academic achievement" saw a steady rise, reaching a peak frequency of approximately 30
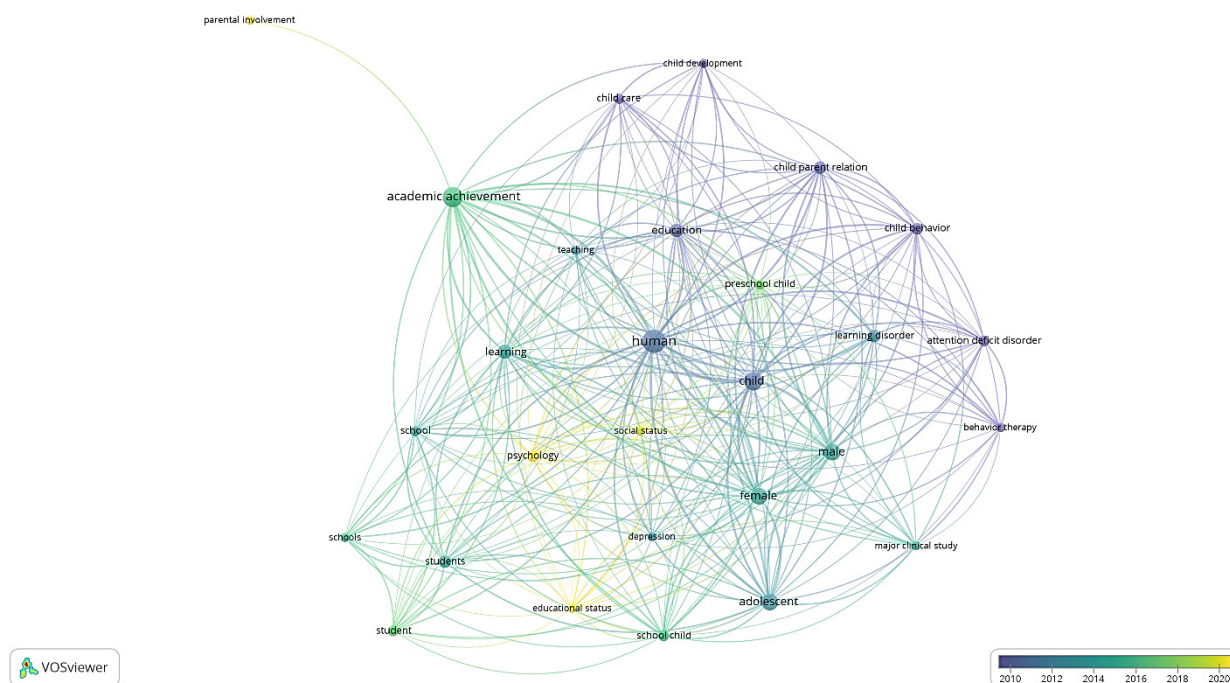
occurrences by 2020. Similarly, "child behavior" and "learning disorder" exhibited growing trends, with frequencies rising from under 5 occurrences in 2010 to about 20 by 2022.

Terms related to child development, such as "child-parent relation," "child care," and "child development," began gaining prominence around 2012. For example, "child development" showed a steady upward trend, with its frequency surpassing 15 by 2016 and continuing to rise in subsequent years. By contrast,

newer terms like "attention deficit disorder" experienced a sharp increase in usage after 2015, reaching around 25 occurrences by 2021.

The timeline also highlights the growing relevance of psychological and behavioral topics, as seen in the increased discussion of terms like "perception," "depression," and "psychology." These terms consistently grew in frequency post-2014, indicating a broader

Figure 6: The most relevant sources.

Figure 7: The keywords co-occurrence.

Figure 8: The keywords co-occurrence yearly.

shift in research priorities toward exploring the psychological and behavioral dimensions of child development and education.

By 2016 and later, the largest bubbles, representing the highest frequencies, clustered around terms such as "academic achievement" and "child behavior," signifying these as dominant topics in contemporary research. The overall trend reveals a transition from foundational studies in the late 1990s to a concentrated focus on child-related psychological and educational issues in recent years, with notable peaks in frequencies exceeding 20 to 30 occurrences for the most discussed terms by 2020-2022.

DISCUSSION

The findings from this bibliometric analysis of research trends in parental management and learning achievement provide a comprehensive view of how academic interest in this field has evolved over time. The consistent growth in publications, especially since 2011, underscores the increasing importance of parental management as a significant factor influencing learning outcomes (Jana & Rout, 2024). This observation is consistent with earlier studies such as Lerner *et al.*, 2022 and (Katsantonis & McLellan, 2023), which emphasizes the critical role parents play in organizing and supporting their children's educational experiences. The steady rise in publications also indicates a growing recognition that parental management extends beyond traditional forms of parental involvement, encompassing a broader range of activities, such as setting academic goals and

fostering positive attitudes toward learning (Boyle & Benner, 2024).

The analysis reveals a shift in research activity that has been particularly noticeable in the past decade, with 2017, 2019, and 2021 seeing significant peaks in the number of publications. This period of heightened productivity reflects both increased academic interest in the topic and the broader societal recognition of the importance of parental involvement in children's education (Boonk *et al.*, 2018). The growth in scientific production can be linked to the increasing diversity of educational systems (Salama & Hinton, 2023), technological advancements (Kraus *et al.*, 2021), and the challenges posed by rapidly changing societal conditions, which have prompted researchers to explore the impact of these factors on parental management strategies across different contexts (Santibañez & Guarino, 2021). This aligns with previous literature, such as the work by Kelty (2020), which discusses the need for parents to adapt their management strategies to new learning environments shaped by digital technologies.

The corresponding authors' countries and the distribution of Single-Country Publications (SCP) versus Multiple-Country Publications (MCP) highlight important aspects of global collaboration in this field. The United States emerged as a leader in single-country research, dominating the landscape with a significant number of SCPs. In contrast, countries such as Australia, Germany, and the Netherlands show a greater balance between SCP and MCP, reflecting their active participation in international research collaborations. This collaborative trend
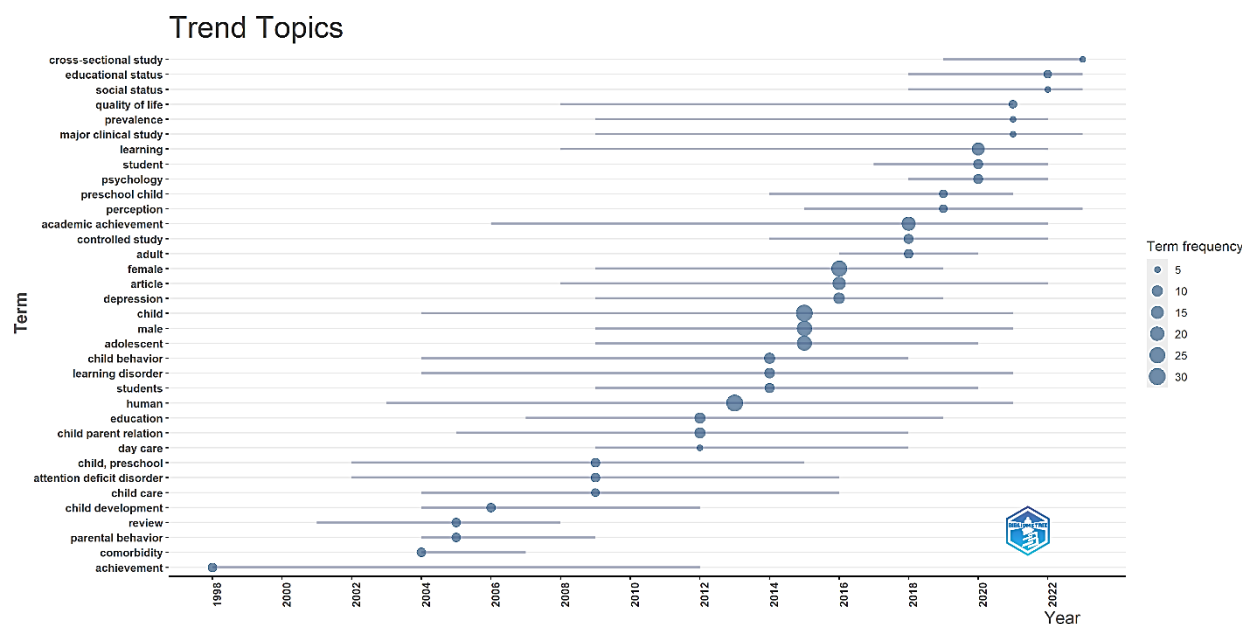
Trend Topics

Figure 9: The trend of topics.

is particularly evident in European countries, where MCPs are more common, suggesting that parental management is being studied from a cross-cultural perspective (Sweileh *et al*., 2016). Previous studies, such as those by He *et al*., 2021, have emphasized the importance of international collaboration in gaining a more comprehensive understanding of parental involvement across diverse cultural and socioeconomic backgrounds.

The analysis of institutional contributions provides further insights into the global research landscape. Institutions like *Dubai Medical College, Florida International University, and Universidade Católica Portuguesa* have emerged as key players, each contributing significantly to the body of literature on parental management and learning achievement. This diverse academic landscape underscores the interdisciplinary nature of research in this field, with contributions coming from institutions that span education, psychology, and healthcare (Spence *et al*., 2024). The presence of institutions from non-Western countries, such as *Universiti Teknologi MARA in Malaysia*, indicates the global relevance of this research topic and the increasing participation of institutions from emerging regions in this field of study. However, the relatively small number of publications from some regions suggests that certain geographic areas may still be underrepresented in the global discourse, highlighting a potential gap in the literature.

The keyword analysis, particularly the co-occurrence network maps, highlights several emerging trends in the field. Terms like "academic achievement," "child behavior," and "learning disorder" appear prominently, suggesting a growing focus on how parental management intersects with psychological and behavioral factors (Pine *et al*., 2024). The clustering of terms related to child development and parental involvement indicates that researchers

are increasingly exploring the role of parents in shaping not just academic outcomes but also broader developmental outcomes, such as social and emotional well-being. This trend is consistent with the findings of Almulla (2023), who argues that parental involvement is critical for fostering not only academic success but also the development of critical thinking and problem-solving skills.

The visualization of keyword trends over time reveals a shift in focus towards more contemporary issues, such as the role of technology in education and the challenges posed by learning disorders (Baako & Abroampa, 2023). As indicated by the co-occurrence network, terms related to parental involvement have become more prominent in recent years, reflecting a growing recognition of the need for parents to play an active role in their children's education, particularly in the face of new challenges such as remote learning and digital distractions. This shift aligns with broader societal trends, as parents are increasingly called upon to navigate the complexities of modern education, from managing screen time to supporting online learning during the COVID-19 pandemic (Catone *et al*., 2020). Future research could explore these issues in greater depth, examining how parental management strategies are evolving in response to the changing educational landscape.

While the findings of this bibliometric analysis provide valuable insights into the trends and key contributors in the field of parental management and learning achievement, there are several limitations to consider. One major limitation is the reliance on the Scopus database for data collection. Although Scopus is one of the most comprehensive academic databases, it may not capture all relevant publications, particularly those from non-English language sources or smaller, regional journals (Martín *et al*.,

2021). This could result in the underrepresentation of certain regions, particularly those where academic work is primarily published in local languages or in less widely indexed journals (Hart, 2018). Moreover, the focus on bibliometric indicators, such as publication volume and citation counts, may overlook the qualitative nuances that are critical for understanding how parental management strategies differ across cultural contexts (Donthu *et al.*, 2021). Future studies could address these limitations by incorporating data from other databases, such as Google Scholar or Web of Science, and by conducting qualitative meta-analyses to complement the quantitative findings presented in this study.

CONCLUSION

This bibliometric analysis has revealed several important trends and insights into the field of parental management and its relationship with learning achievement. One of the key findings is the consistent growth in research on this topic, particularly from 2011 onwards, reflecting the increasing recognition of parental involvement as a critical factor in educational success. The study highlights the significant role of parental management, extending beyond traditional forms of engagement to include more active structuring of a child's learning environment and the fostering of positive academic attitudes. Additionally, the analysis points to the growing importance of interdisciplinary approaches, with contributions from fields like education, psychology, and healthcare, further underscoring the complexity and breadth of this research area.

The significance of this study lies in its ability to map the evolution of parental management research, showing how scholarly focus has shifted toward understanding the multifaceted ways in which parents influence their children's academic outcomes. The study also illustrates how international collaborations are becoming more prominent, with an increasing number of Multiple-Country Publications (MCPs) indicating a broader, cross-cultural examination of parental involvement. This finding underscores the global relevance of parental management and the importance of understanding its impact across different educational systems and cultures. Furthermore, the keyword analysis indicates emerging areas of interest, such as the role of technology in education and the relationship between parental management and psychological factors, which offer new avenues for future research.

However, this study is not without limitations. One major constraint is the reliance on the Scopus database, which may exclude relevant research published in non-English or region-specific journals. This could result in the underrepresentation of research from certain geographical areas, particularly those where local academic traditions differ from mainstream, English-language publishing practices. Another limitation is the focus on bibliometric analysis, which, while valuable for identifying trends, does not capture the qualitative aspects of parental management practices across different contexts. This limits the ability to explore deeper, contextual nuances that may influence how parental involvement is understood and implemented in various cultural settings.

In light of these limitations, future research should aim to address the gaps identified in this study. Expanding the data sources to include other academic databases, such as Web of Science or Google Scholar, and incorporating qualitative research methods could provide a more comprehensive understanding of the topic. Further studies should also focus on exploring parental management in underrepresented regions, particularly in developing countries, where socioeconomic and cultural factors may shape parental involvement in unique ways. Additionally, as digital learning environments continue to evolve, research should examine how parents are adapting their management strategies to support their children's education in increasingly technology-driven contexts.

Finally, this study provides valuable insights into the global research landscape of parental management and learning achievement, highlighting both the progress made and the areas that require further exploration. By identifying key trends, contributors, and emerging themes, this research paves the way for future studies to deepen our understanding of how parental management influences educational outcomes in an increasingly interconnected and dynamic world.

CONFLICT OF INTEREST

The author declares that there is no conflict of interest.

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