

## Unlocking the Potential Trends in Parental Involvement: Insight from Bibliometric Mapping

Syeda Asma Sarwar<sup>1</sup>, Dr. Muhammad Qasim Ali<sup>2\*</sup>  
Khadija Rafeeq<sup>3</sup>



### Article History

Received  
16-02-2025

Accepted  
28-02-2025

Published  
02-03-2025

### Abstract & Indexing

I WORLD of  
JOURNALS



ACADEMIA



REVIEWER  
CREDITS



### Abstract

The researchers presented the bibliometric visuals of the trends in the area of parental involvement (PI) of 2000 research articles published between the year 2012 and 2024. The researchers developed five research objectives to execute the study in an appropriate way. The bibliometric mapping employed in this study provides a quantitative analysis of published literature from reputable databases, such as Taylor & Francis, spanning 2012 to 2024. By systematically mapping key trends, influential authors, and emerging themes, this approach offers insights into parental involvement research's evolution and current state. Bibliometric indicators such as citation counts and co-citation networks illuminate seminal works and pivotal contributions shaping the field. Bibliometric analysis is to identify key trends and influential works; content analysis is to explore recurring themes and methodological approaches. The data collection strategy is designed to ensure the acquisition of high-quality, pertinent data for bibliometric mapping and content analysis, providing a robust foundation for subsequent analysis and interpretation. Whereas 2000 articles were retrieved from Taylor and Francis database spinning the duration of 2012 to 2024. The study found that Taylor & Francis's publication statistics from 2012 to 2024 show a huge growth in academic productivity. The trend continued with 96 papers in 2018, 108 in 2019, and 148 in 2020, maybe due to the pandemic. Publishing increased to 303 in 2022, more than tripling from the year before. The number of papers peaked at 556 in 2023 and dropped to 389 in 2024. The study concluded that the overall trend highlights the increasing significance of the Taylor & Francis database as a vital archive for academic information across many fields, highlighting its place in the academic world. It is also concluded that the diversity in geographical focus and study subjects enhances collective knowledge, guiding strategic directions for future educational advancements.

### Keywords:

Trends, Parental Involvement, Bibliometric Mapping.

<sup>1</sup>MS Education (Scholar), Department of Education, University of Sialkot, Sialkot, Punjab, Pakistan.  
[asma.umair209@gmail.com](mailto:asma.umair209@gmail.com)

<sup>2</sup> Assistant Professor, Department of Education, University of Sialkot, Sialkot, Punjab, Pakistan.  
[qasimvr@yahoo.com](mailto:qasimvr@yahoo.com) \*Corresponding Author

<sup>3</sup> PhD (Scholar), Department of Education, Superior University, Lahore, Punjab, Pakistan.  
[khadijarafeeq0@gmail.com](mailto:khadijarafeeq0@gmail.com)



## **Introduction**

Children learn at home first. A youngster learns from his parents and the atmosphere they create at home. Parents are crucial to their children's education. If parents pay attention, their kids do better in school. Active parents create a loving atmosphere and are role models for their children (Chawla, 2007). Parents may improve their child's education by demonstrating genuine interest in their academic achievement and giving guidance and assistance. Studies have indicated that children whose parents are actively involved in their education are more likely to achieve academically, establish strong study habits, and have a favourable attitude toward learning. Parents may improve their child's learning by creating a supportive and loving home environment (Garbe et al., 2020). A distinct study space with essential equipment and resources will help you focus and concentrate. Setting aside time for homework and revision can also help parents establish a study regimen. Parents can teach their children discipline and responsibility by creating a controlled learning environment.

Parents' active participation in their children's schoolwork and the degree to which their children succeed academically are the primary foci of this research. Even for preteens and teenagers, changing from middle to high school may be difficult and challenging. At this stage of development, pupils are starting to form their own identities regarding their physical, mental, emotional, and social traits. Transitioning to secondary school brings about personal and contextual adjustments for kids. Kids, their families, and people trying to help them learn and grow can sometimes find it difficult to make sense of. While elementary school often has lower expectations for students' academic performance, secondary school often has higher ones. Being involved in one's education as a family increases a child's chances of academic success and positive behaviour (Galindo & Sheldon, 2012).

One area that has long attracted the attention of educational researchers is the role that parents play in their children's academic success. Countless research over many decades has provided strong evidence that parents have a pivotal effect on their children's educational achievements. Parents' expectations, their participation in extracurricular activities, and the support they offer at home are some of the traditional elements of parental involvement (Jeynes, 2016). However, what makes for effective parental participation has been defined and understood differently throughout the years, just as educational philosophies have changed. To better understand the relationship between present practices and student accomplishment, it is necessary to thoroughly analyze current patterns in light of this evolution.

In line with the larger social developments, as changes in family dynamics, new educational policies and more technological integration in schooling, there has been a shift towards more complex and varied types of parental involvement. The mentioned variables have changed time to time and also explore how and to what extent parents are involved in their child schooling. It is also a considerable fact that how the rise of digital platforms has made it easy for parents and teachers to stay in touch, leading to a more cooperative strategy for helping students (Smith, 2020). Simultaneously, it has become more clear that specific family structures and historical background impact parental involvement practices and their efficacy in different ways and means (Hill and Tyson, 2009).

The current studies related to cultural, economic and contextual factors play a significant influence in determining parental involvement. The correlation between parental involvement and socioeconomic factors; families with higher incomes are more likely to afford and take advantage of chances to help their child's academic life Lee and Bowen (2006). Additionally, cultural norms and beliefs effect parents' perceptions of their responsibilities in their child's education, affecting how they become involved and the findings they achieve (Seginer, 2006). Persisting various family situations, the findings highlight the need for an individualized strategy to comprehend and encourage parental involvement.

The present research offers thoroughly evaluates current tendencies in parental

participation for student success. This study aims to determine the geographical distribution of research outputs, important authors, and important research issues by reviewing publications from 2012 to 2024. There will also be an examination of the patterns of collaboration and networks of co-authors in the subject, providing light on the world wide web of relationships between academic institutions and their constituents. The researches about the historical development of parental involvement practices and their effects on student performance in various educational settings.

The study's framework places parental engagement research within the larger field of educational research, drawing attention to the importance of current trends and methodology. The policy makers, researchers and educators are interested in increasing parental involvement to boost students accomplishment will benefit from the study's minute review of the discipline, that aims to be achieved through bibliometric mapping and content analysis.

### **Statement of the Problem**

Since previous few decades, parental involvement knew as to determine pupils' academic achievements, performance and development. However, societal factors, technological integration, and educational approaches change the perspectives of parental engagement at schooling. The current study uses content analysis to examine parental participation patterns and their effects on students' achievement. The global education system adjust to new teaching paradigms and digital learning priorities, parental responsibilities, expectations and engaging strategies must change to support Child's academic journey. In the previous few years, literature on parental involvement increased tremendously including many studies, ideas and interventions. In the current study, the profusion of research requires a methodical and in-depth analysis to discover major themes, emerging patterns and knowledge gaps. Bibliometric mapping will also reveal the field's intellectual structure and relationships, including the most influential publications, authors and collaboration networks. The current research uses content analysis and bibliometric mapping to expand the discussion on parental involvement in education, providing a nuanced understanding of current trends and enabling informed policy decisions, educational interventions, and future research.

The study has the following research objectives;

1. To find out the publishing frequency of research articles in the field of parental involvement and students' achievement during the period of 2012 to 2024.
2. To identify the top cited authors, articles and countries year-wise and as a whole during the period of 2012 to 2024.
3. To explore the most viewed top ten research articles in the field of parental involvement and students' achievement during the period of 2012 to 2024.
4. To find out the total link strength of the documents having co-occurrence of concepts / keywords related to parental involvement and students' achievement.
5. To find out the top ten citations (i.e. documents, sources, authors, organizations and countries) and their total link strength in the area.

### **Review of Related Literature**

The review is organized in a way that allows for a thorough examination of the theoretical models, empirical research, and methodology used to comprehend this dynamic. This part of the study seeks to lay a solid groundwork for future bibliometric mapping by integrating information from multiple sources. Scholars, teachers, and policy makers can gain insight into the evolution of parental involvement and identify successful strategies for student achievement by examining the current body of evidence. The strategy identifies areas lacking knowledge and establishes a foundation for enhancing educational outcomes. Related literature can provide us with the theoretical underpinnings and historical context of parental engagement in education. Epstein (2018) described that parents should learn at home, communicate with their children, volunteer and be a good role model for them. And these models are beneficial for assessing and placing

current pedagogical practices at schoolings. This makes possible to examine previous efforts that have shaped current policies and practices, influencing future decisions.

Additionally, social and technical changes affect parental engagement trends. Literature shows how these elements affect parental engagement. Digitization and social media have made it easier for parents to keep aware and involved in their children's academic lives (Mapp & Kuttner, 2013). Studies on these technological shifts might help researchers evaluate their efficacy and suggest new methods to use technology to increase parental involvement. The literature review illuminates demographic differences. Cultural, economic, and linguistic variables affect parental participation differently. Language obstacles, lack of time, and limited resources can prevent minority and low-income families from participating (Jeynes, 2016). Researching various pieces of literature helps academics find successful tactics in varied circumstances and promote inclusive parental engagement best practices.

Additionally, a thorough research analysis shows how parental participation affects student accomplishment. Research demonstrates that active parental involvement improves academic performance, attendance, and social behaviour (Fan & Chen, 2001). The best forms of involvement vary. Fostering a good attitude towards school at home may be more useful than direct homework involvement (Hill & Tyson, 2009). Multiple studies can help educators determine which student involvement is most effective. Finally, understanding current parental participation trends and their effects on school achievement requires a literature study. It presents historical and theoretical background, highlights societal and technological changes, addresses varied populations' requirements, and clarifies effective participatory methods. The review and synthesis of literature will continue to be essential for generating informed and effective methods to increase parental involvement and student performance as the educational landscape changes.

Parental involvement in their children's education cannot be overstated. A parent's involvement in their child's education, from preschool to high school, can profoundly affect their child's future success in school and their capacity to make positive relationships. Analysis of content and bibliometric data, the literature traces the history of parental involvement, showcasing significant inventions and methodologies while revealing knowledge gaps. Importantly, the value of parental engagement in educational research was bolstered and validated as the support for such research started to expand in the middle of the 20<sup>th</sup> century. One of the researches, Coleman (1966) informed that a students' familial background and upbringing substantially affect their academic performance. Other advanced studies also highlighted the significance of parental involvement in their children's formal education.

Various academic and professional pursuits have used this concept as a guide. Epstein's model emphasized the multifaceted character of parental involvement and the various ways it could contribute to students' success. In the late 90s and beginning of the new millennium, there was a dramatic increase in research attempting to determine the consequences of parental involvement. During this time, research began to use longitudinal designs and multivariate analysis that led to a more complex understanding of the links between parental involvement and student performance (Chen, 2001).

The current era also began to a more widespread understanding of cultural variations in parental involvement. Henderson and Mapp (2002) should prioritize culturally responsive strategies for engaging parents. This is because parental involvement practices and their effect differ greatly across socio-economic contexts. In this modern technological era, parents getting involved started popping up around the turn of the century when the internet and other digital communication tools started taking off. More frequent and adaptable contact between teachers and parents directly results from the rise of digital platforms. Harris and Goodall (2008) shed light on the potential benefits and drawbacks of technology-mediated parental involvement, specifically about the use of digital tools for this purpose.

The advancement in social media even more revolutionary for parental involvement in academic circles. McNeal (2014) found that how schools may strengthen school communities by utilizing social media to increase parental involvement. Furthermore, findings from this specific study pointed to the potential of social media as a means by which students, instructors

and parents could work together more effectively. Amidst global trends, including more diverse student populations and rising concerns about educational justice, researcher and educators have been digging into the changing dynamics of parent engagement. Further, researches show that all families, especially those from disadvantaged and underrepresented groups, need inclusive practices catering to their specific needs.

Meta-analysis research (Jeynes, 2016) demonstrated that various demographic groups experienced parental involvement in different ways, underscoring the necessity for targeted approaches that consider cultural, linguistic, and socio-economic issues. Along these lines, Goodall and Montgomery (2018) have recently concentrated on “Active involvement” which they define as more dynamic and reciprocal forms of engagement in which educators and parents collaborate to support student learning. Despite the rich literature on parental involvement, many questions still need to be answered. A major knowledge gap is the lack of longitudinal research that follows students over time to see how parental participation affect things like social-emotional development, career preparedness, and academic success. Further investigation is necessary into the elements that modulate the effects of parental involvement on educational attainment and the precise mechanisms by which this influence occurs.

The quick speed of technological progress magnifies the potential and constraints for parental participation. Research on the best ways to use new technology to encourage parental involvement and solve problems with digital fairness and access should continue in the future. Parental engagement studies, crucial to education, have a solid research base and promising potential. As schools evolve, so must parent involvement. Family involvement and help can benefit all students if researchers and practitioners collaborate to fill knowledge gaps and adopt new trends.

Success in school is greatly enhanced when parents are actively involved. Dr. Joyce L. Epstein's extensive framework in her Model of Parental Involvement classifies several forms of parental involvement in their children's schooling. Looking at the educational landscapes of industrialized nations through this lens helps shed light on current trends and gaps in parental participation. After introducing Epstein's six engagement categories, this section will explain why this model having relevance in advanced nations, show a graphic, and then Epstein's model outlines six distinct types of parental involvement;



Figure 1.1 Epstein's Model of Parental Involvement

The diagram above is a visual representation of Epstein's six forms of parental participation.

### **Bibliometric Mapping and Parental Involvement**

When trying to understand the state of research in a certain area, bibliometric mapping is an indispensable tool. This strategy is useful for finding trends, important research, journals, and gaps in the literature about parental involvement in student accomplishment. The study will analyze the trends in publication topics and draw on high impact factor journals to present a comprehensive bibliometric mapping of parental involvement for students' achievement.

Researches published extensively on the relationship of parental involvement and students' achievement in various academic journals and has grabbed a considerable impact. Among the following these journals are, but are not limited to, the followings;

1. Journal of Educational Psychology
2. Educational Researcher
3. Review of Educational Research
4. American Educational Research Journal
5. Journal of Research on Educational Effectiveness

Through their frequent publication of influential studies, these journals have contributed to developing our understanding to the parental involvement and student achievement.

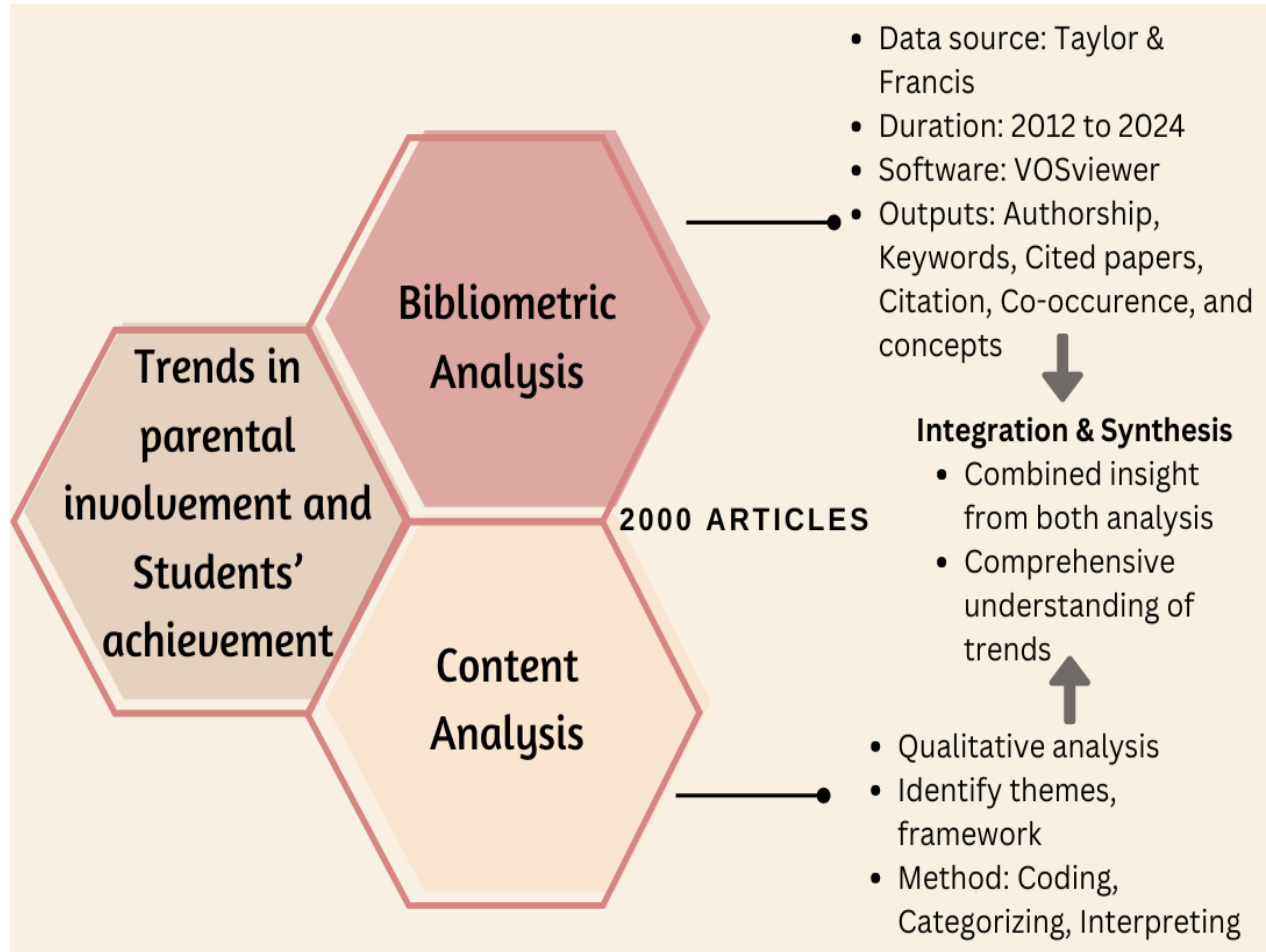
Early researches concentrated on determining the different kinds of parental involvement, activities and the frequency with which they occurred (Epstein, 1987). The focus of more recent studies has switched to understand how parental engagement influences students' academic achievement (Hoover-Dempsey et al., 2005). Next rising subject is the growing interest in technology's role in fostering parental involvement. Thompson et al. (2015) mentioned that utilization of digital communication tools, such as emails and applications, might improve the interaction between teachers and parents regarding students' academic performance.

Crosnoe (2001) shed light on the effects of parental participation over the long term. The experimental designs, on the other hand, have proven extremely helpful in determining the casual relationship between the variables. Furthermore, in study of Kraft and Dougherty (2013) conducted a study that utilized a randomized control trial to establish the favorable influence that improved teacher-family connection has on the results of students. There has been an increase in the use of meta-analysis and systematic reviews, which combine the results of several researches to produce authoritative data regarding the impact of parental involvement. Fan and Chen (2001) meta-analysis is a perfect example because it provides a detailed assessment of the research that has already been conducted and highlights areas that require further investigation. Literature informed about the demographic variable of location, the United States of America is the primary location where research on parental involvement is carried out at it's peak. On the other side, there is an expanding stature of literature from other regions; as Europe, Asia and Africa. There are considerable differences in how parents are active in their child's education, and it has been discovered that their differences affect students' achievement level. An illustration of this would be the juxtaposition that Sui-Chu and Willms (1996) made between family participation in the United States and Canada. This comparison highlighted the significant cultural and systematic differences between the two nations (Sui-Chu and Willms, 1996).

### **Research Methodology**

In recent decades, the role of parental involvement in enhancing students' academic achievement has attained significant scholarly attention. The bibliometric mapping employed in this study to provide a quantitative analysis of publish literature from reputable databases, such as Taylor and Francis for the duration of 2012 to 2024. Bibliometric indicators such as citation counts and co-citation networks illuminate seminal works and pivotal contributions shaping the field (Mapp, 2017; Wang et al., 2019). VOS viewer used to depict the visual presentation of the data, bibliometric maps display the co-occurrence of keywords and co-

authorship networks, highlighting influential researchers and collaboration patterns. Trend graphs illustrates the annual publication growth and citation counts, providing a temporal overview of the research activity. Additionally, thematic maps from content analysis showcase the distribution of key themes and their interconnections. These visualizations collectively offer a comprehensive portrayal of the research landscape on parental involvement in students' achievement. Graphical presentation of the research design depicted as follows;



**Figure 1.2** *Research Design of the Study*

The research design employed a mixed method approach; bibliometric analysis is to identify key trends and influential works, and content analysis is to explore recurring themes and methodological approaches.

The primary source of data for this study was the Taylor and Francis online database, a reputable repository of academic publication. The selection of Taylor and Francis is strategic, given its comprehensive collection of peer-reviewed articles that ensure the credibility and relevance of the study theme. While bibliometric mapping was employed to visualize the trends and patterns in the research on parental involvement and students' achievement. This technique involved analyzing the metadata of the selected articles, including citation counts, co-authorship networks, and keyword co-occurrence. Bibliometric tool such as VOSviewer was used to generate visual presentations of the data and prevalent research themes.

### **Data Analysis and Interpretations**

Altogether, the analysis of the study offers a robust framework for understanding contemporary trends in parental involvement in students' academic achievement and also highlighting critical areas for future research and policy development.

**Table No. 1**

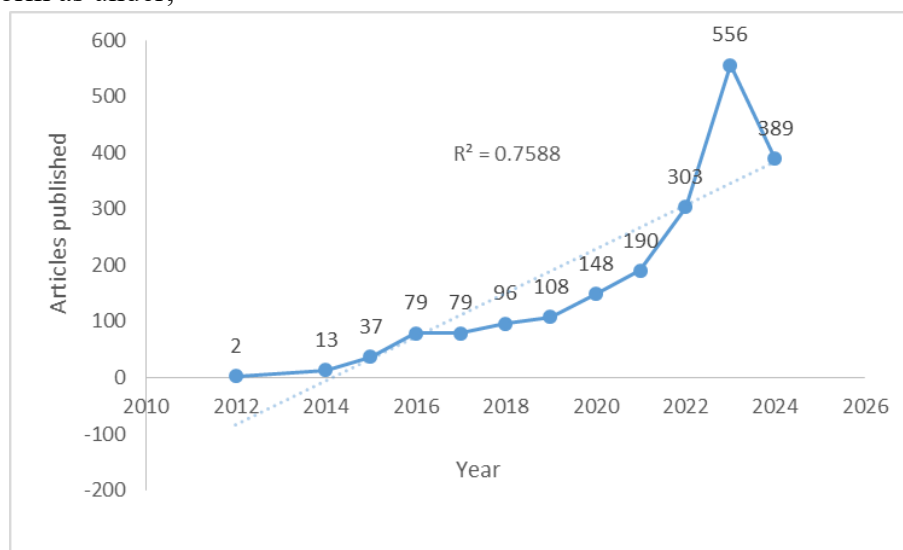
*Yearly frequency of publications in Taylor and Francis (Parental Involvement)*

Year	Research papers
2012	2
2014	13
2015	37
2016	79
2017	79
2018	96
2019	108
2020	148
2021	190
2022	303
2023	556
2024	389

The frequency of yearly publication data from Taylor and Francis database from 2012 to 2024 revealed a notable trend in academic output related to parental involvement. Starting with a modest number of just 2 articles in 2012, there was a significant increase to 13 articles by 2014, indicating a growing interest or capacity in the relevant research area. The upward trajectory continued, with 37 articles in 2015 and a sharp increase to 79 articles in both 2016 and 2017. This steady rise points to an expanding research field and possibly more contributors or funding becoming available.

The growth continued into 2018 with 96 papers, and further increased to 108 in 2019. A substantial surge occurred in 2020, with the number of publications rising to 148, potentially driven by the global pandemic, which spurred research in various fields, including health and technology. The upward trend persisted in 2021 with 190 papers, followed by a dramatic rise in 2022, where publications peaked at 303, more than doubling from the previous year.

In 2023, the number of publications reached an all-time high of 556, reflecting a period of intense academic activity and output. However, in 2024, there was a slight decline to 389 papers. While this is a decrease from the previous year's peak, it still represents a high level of academic productivity compared to earlier years. Tabulated information also mentioned in graphical form as under;



**Figure 1.3** Year-wise publications in Taylor & Francis database



Based on the provided data of year-wise publications in the Taylor & Francis database from 2012 to 2024, an exponential trendline with an  $R^2$  value of 0.7588 indicates a moderately strong fit of the data to the exponential model. Here's the interpretation: The number of publications in the Taylor & Francis database has shown a remarkable exponential growth over the years. Starting from just 2 papers in 2012, the publication count increased gradually to 13 in 2014, and then began to accelerate more rapidly. In 2024, the number of publications reached 389 that marked a significant rise compared to the early years. Furthermore, the  $R^2$  valued of 0.7588 revealed that the exponential trendline is a reasonably good fit for the data. It can be easily concluded that the publications in Taylor and Francis database have demonstrated a clear pattern of exponential growth from 2012 to 2024, highlighting a robust expansion in academic research output over the mentioned years.

**Table No. 2**

*Top cited paper, author and country (2012 to 2024)*

Rank	Citations GS	Citation CR	References	Country
1	755	10	(Bates et al., 2023)	Ireland
2	694	127	(Chiu, 2022)	Hong Kong
3	517	167	(Alhadabi & Karpinski, 2020)	USA
4	512	209	(Alsubaie et al., 2019)	KSA
5	469	117	(Bakken et al., 2017)	USA
6	461	85	(Akareem & Hossain, 2016)	Australia
7	451	182	(Korpershoek et al., 2020)	Norway
8	400	35	(Getie, 2020)	Ethiopia
9	342	110	(Schildkamp, 2019)	Netherland
10	329	141	(Hopfenbeck et al., 2018)	UK

From 2012 to 2024, significant trends in academic research have emerged as evidenced by the top cited papers and authors in education. Table 2 outlines key contributions that have shaped discourse across various contexts globally. Leading the citation rankings is "Education cannot cease": the experiences of parents of primary age children in Northern Ireland during school closures due to COVID-19, authored by Jessica Bates, Jayne Finlay, and Una O'Connor Bones from Ireland, garnering 755 citations. The study reflects the profound impact of pandemic-induced school closures on parental perspective, highlighting a critical area of educational research.

Moreover, studies from different localities i.e. Saudi Arabia, Australia and the Netherland have enriched the literature regarding parental involvement. Alsubaie et al. explorations of social support's impact on depression and quality of life for university students in Saudi Arabia (512 citations) and Akareem and Hossain's examination of determinants of education quality in Australia (461 citations) have broadened understanding on global educational challenges and solutions. These top cited articles collectively reflects a globalized research landscape, showcasing interdisciplinary approached and regional insights that contribute to the ongoing evolution of educational theory and practice.

**Table No. 3**

*Most viewed articles of the authors regarding parental involvement (2012 to 2024)*

Rank	Authors	Year	Viewed
1	(Getie, 2020)	2020	263908
2	(Akareem & Hossain, 2016)	2016	249830
3	(Cleofas, 2020)	2020	245709
4	(Bakken et al., 2017)	2017	160329

5	(Chiu, 2022)	2022	118505
6	(Schmid & Garrels, 2021)	2021	102452
7	(Schildkamp, 2019)	2019	90222
8	(Alsubaie et al, 2019)	2019	79798
9	(Korpershoek et al., 2020)	2020	77865
10	(Eshghinejad, 2016)	2016	71715

Table 3 mentions that several academic research articles garnered attention on CrossRef from 2012 to 2024, reflecting key trends and interest in educational research regarding parental involvement. Top in the list is, “Factors affecting the attitudes of students toward learning English as a foreign language” by Getie (2020) which amassed the highest views at 263, 908. This study likely explores various factors influencing students’ attitude towards English learning, crucial for educational policy and practice. Following closely is Akareem and Hossain (2016) with 249, 830 views. Moreover, another paper, “Student involvement, mental health and quality of life of college students in selected university in Manila, Philippines” by Cleofas (2020) gathered 245,709 views, highlighting growing interest in mental health and well-being among university students, particularly in the context of academic performance and life satisfaction. These paper underscore diverse scholarly inquires, ranging from educational quality and student engagement to mental health and language learning attitudes. They reflect a broader academic interest in improving educational practices and enhancing students’ well-being across different educational contexts globally.

### Bibliometric Analysis

The findings of bibliometric analysis provide valuable insights into the evolving discourse on parental involvement and its impact on educational outcomes, thereby guiding future research and policy development in this essential field i.e. parental involvement.

**Table No. 4**

*Co-occurrence: Concepts / keywords*

Keywords	Documents	Total link strength
Psychology	1803	11561
Pedagogy	1172	8115
Sociology	1110	7919
Political Science	917	6696
Law	842	6280
Mathematics Education	944	6185
Computer Science	687	4970
Social Psychology	681	4647
Philosophy	616	4636
Social Science	514	4175

In analyzing the co-occurrence of concepts and keywords within academic documents, a threshold was set where only keywords with a minimum of 200 occurrence were considered. This resulted in 27 keywords from a total of 2237 meeting the criteria. These selected keywords were further analyzed and categorized into 5 clusters, revealing significant interconnections among them. The analysis identified a total of 351 links between these keywords, with a cumulative link strength of 52060 indicating the depth and complexity of their interrelationship.

The keyword ‘psychology’ emerged as the most frequently occurring term, appearing in 1803 documents and boasting a total link strength of 11561. This suggests its central role in the academic discourse, likely influencing and being influenced by a wide array of related topics. Following ‘psychology’, ‘pedagogy’ appeared in 1172 documents with a link strength of 8115, highlighting its significant presence and interconnectedness in educational research. ‘Sociology’ was the third most prominent keyword, occurring in 110 documents and showing a total link strength of 7919, indicating robust interconnections with other social sciences. Overall, the co-occurrence data reveals a vibrant and interconnected academic ecosystem, with psychology at its core, influencing a wide spectrum of research areas.

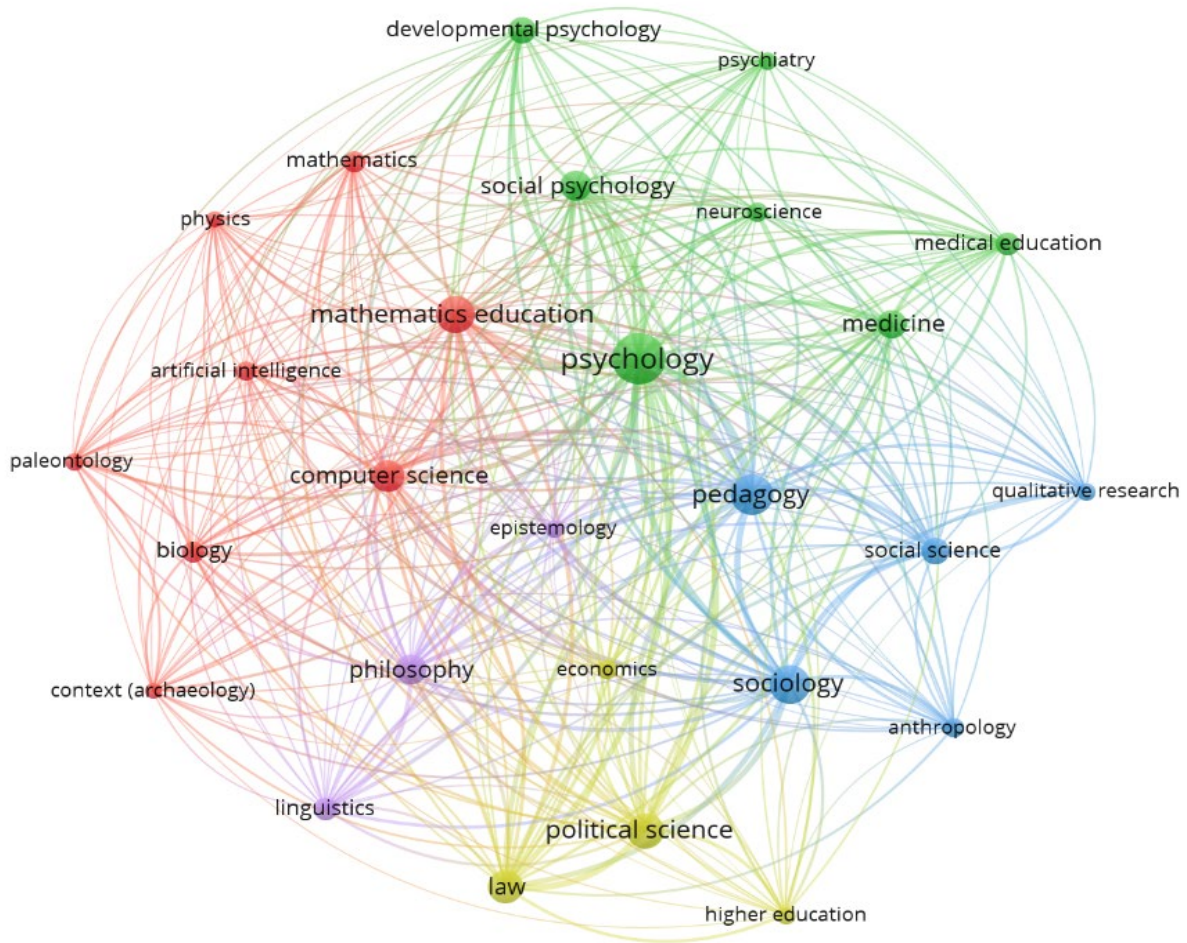


Figure 4 Co-occurrence of concepts / keywords

## Citations

The landscape of parental involvement in students' achievement has undergone significant evolution, reflecting broader societal and educational trends. This study, ‘Contemporary Trends in Parental Involvement for Student Achievement: A Bibliometric Mapping and Content Analysis’ aims to explore these dynamics through a meticulous examination of academic publications. By employing advanced bibliometric techniques and comprehensive content analysis, this research delves into the patterns and impacts of parental involvement over the past decades. Our objective is to uncover prevailing themes, identify shifts in focus, and provide insights into how parental involvement strategies correlated with student success, as documented in scholarly literature.

**Table No. 5**

*Citations: Authors document citations and link strength*

<b>Author's document</b>	<b>Citation</b>	<b>Link strength</b>
Kim Schildkamp (2019)	138	1
Chris Taylor (2017)	75	1
Steve Strand (2014)	86	1
Kim Schildkamp (2016)	94	1
Kari Stefansen (2016)	123	1
Åse Strandbu (2019)	69	1
Tiffany Jones (2015)	175	1
Jacqueline Ullman (2016)	75	1
Äli Leijen (2019)	87	0
Heather Mendick (2015)	72	0

In analyzing the citation data of academic documents, it is observed that out of 1995 documents, only 52 meet the threshold of having a minimum of 50 citations. This selection criteria narrows our focus to the most impactful works within the dataset. Among these 52 documents, there are 48 distinct clusters, indicating a high degree of topical diversity. However, the number of links, which represents direct connections of collaborations between these documents, is remarkably low at just four. This suggests limited cross-referencing or collaboration between the authors in this dataset.

Focusing on specific authors and their works, Kim Schildkamp's documents from 2019 and 2016 are notably influential with 138 and 94 citations respectively, each maintaining a link strength of 1. Chris Taylor's 2017 document and Steve Strand's 2014 publication also demonstrate significant impact with 75 and 86 citations, both possessing a link strength of 1. Kari Stefansen's 2016 work stands out with 123 citations and a link strength of 1, while Åse Strandbu's 2019 publication has 69 citations, maintaining the same link strength. Tiffany Jones's 2015 document is the most cited with 175 citations and a link strength of 1, suggesting it is a cornerstone in its research cluster. Conversely, some documents like those of Äli Leijen (2019) and Heather Mendick (2015), despite having high citation counts of 87 and 72 respectively, exhibit a link strength of 0, indicating they are highly cited but not necessarily interconnected with other documents in the dataset. This analysis underscores the varying degrees of influence and interconnectivity among highly cited academic works. The same is presented in the graphical form as follows;

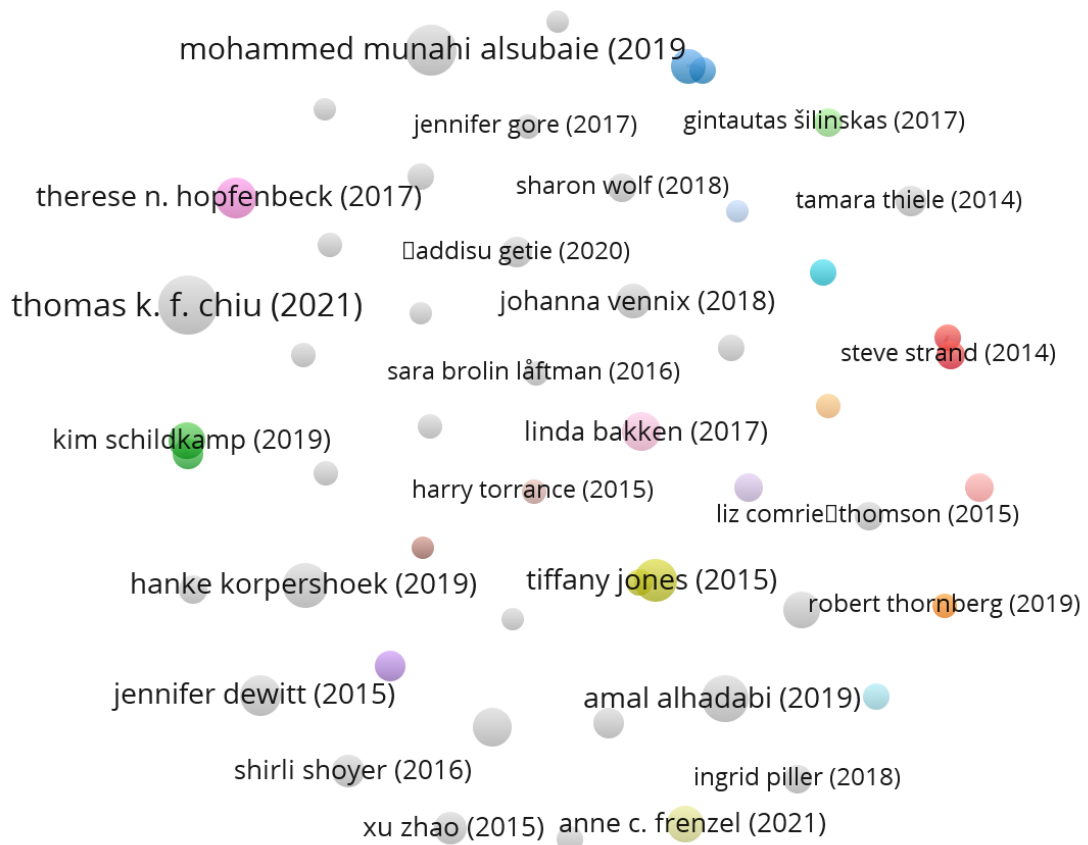


Figure 5 Authors document citation and link strength

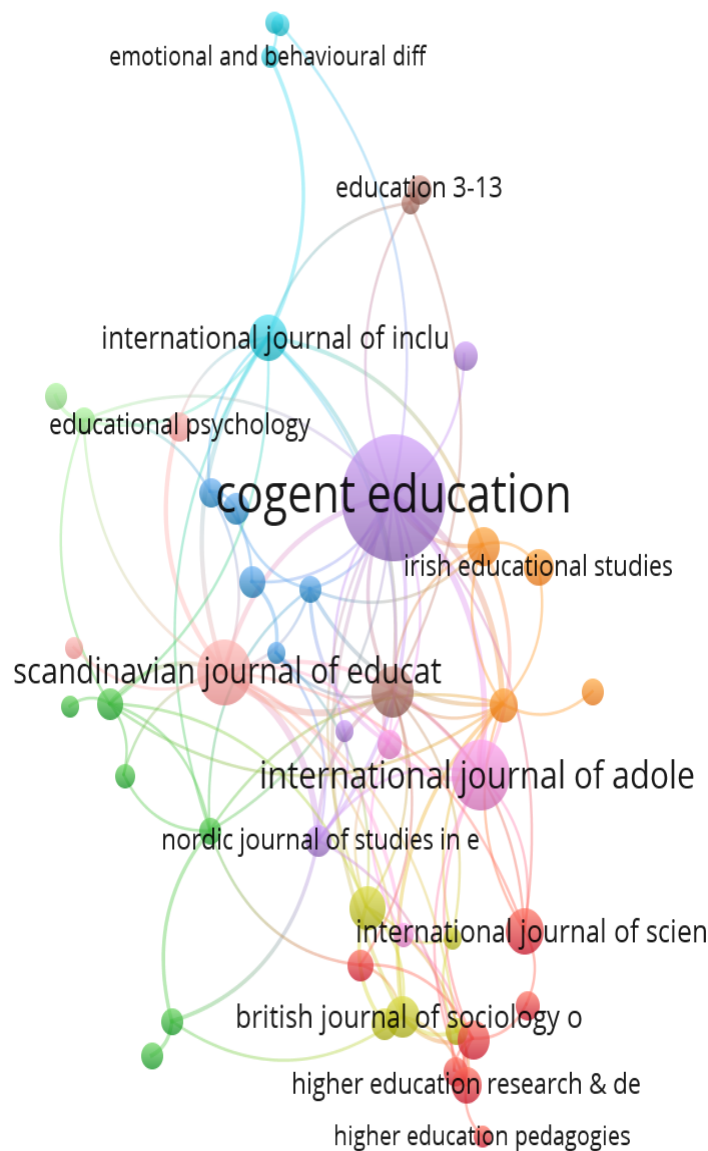
Table No. 6

Citations: Sources of documents, citations and total link strength

Journals	Documents	Citations	Total link strength
British Journal of Educational Studies	14	286	9
British Journal of Sociology of Education	36	258	16
Cambridge Journal of Education	12	84	3
Cogent Education	308	1691	32
Compare	10	102	4
Early Child Development and Care	11	63	5
Early Education and Development	10	39	2
Education 3-13	17	15	3
Education Economics	18	95	2
Education Enquiry	54	435	21

Among the 221 sources analyzed, 48 meet the thresholds of having at least 10 documents and 10 citations. These sources represent a focused selection of influential academic publications within the field. The dataset reveals that these 48 sources are grouped into 13 distinct clusters, forming 120 links with a total link strength of 174. The "British Journal of Educational Studies," with 14 documents and 286 citations, demonstrates a significant impact with a total link strength of 9. The "British Journal of Sociology of Education" stands out with 36 documents and 258 citations, boasting a robust link strength of 16. The "Cambridge Journal of Education," though contributing only 12 documents, has garnered 84 citations, reflecting its

academic relevance with a link strength of 3. Notably, "Cogent Education" dominates the dataset with 308 documents and 1691 citations, resulting in a substantial total link strength of 32, indicating its broad influence. Other notable sources include "Compare" with 10 documents and 102 citations, and "Early Child Development and Care" with 11 documents and 63 citations. These data points collectively highlight the varying degrees of influence and interconnectivity among these key academic sources, emphasizing the prominence of certain journals within the educational research community. The same is presented in graphic form as follows;



**Figure 6** Citations: Sources of documents, citations and total link strength

**Table No. 7**

*Citations: authors' citations of documents, and total link strength*

Author	Documents	Citations	Total link strength
Louise Archer	7	282	6
Bitte Modin	5	186	6
Sara Brolin Låftman	5	186	6

---

Robert Thornberg	11	173	6
Susanne Schwab	13	166	0
Monique Volman	8	160	2
Agus Wibowo	5	110	4
Bagus Shandy Narmaditya	5	110	4
Eddie Denessen	5	107	2
Rachel Brooks	7	107	0
Billy Wong	6	88	4
Lisette Hornstra	5	75	3
Mikael Winberg	5	69	0
Linda Wänström	5	67	6
Ineke Van Der Veen	6	66	3
Elina Kuusisto	6	59	0
Morag Henderson	5	43	2
Mira Kalalahti	5	29	0
Alexander Minnaert	5	27	2
Marja-Kristiina Lerkkanen	7	23	0
Beng Huat See	6	20	12
Jöran Petersson	6	20	16
Nadia Siddiqui	5	20	12
Paul Andrews	6	20	16
Stephen Gorard	5	20	12
Judy Sayers	5	19	16

---

In the analysis of authors' citations of documents and total link strength, 26 out of 5236 authors meet the criteria of having a minimum of 5 documents and 5 citations each. These selected authors produced a combined total of 155 documents and garnered significant citation counts, reflecting their influence and contributions in their respective fields. Notably, Louise Archer leads with 282 citations across 7 documents and a total link strength of 6, indicating both high impact and moderate collaborative reach. Bitte Modin and Sara Brolin Låftman follow closely, each with 186 citations and a total link strength of 6 from 5 documents, showcasing their substantial scholarly influence. Robert Thornberg, with 173 citations from 11 documents and a link strength of 6, also stands out.

While Susanne Schwab has the highest document count at 13, her total link strength is 0, suggesting limited collaboration or citation network despite her productivity. Authors like Beng Huat See, Jöran Petersson, Paul Andrews, and Judy Sayers have notable total link strengths of 16, indicating robust collaborative networks or influence through citations. The data reveals diverse patterns of academic contribution, with some authors exhibiting high individual impact and others demonstrating strong collaborative linkages within the academic community. Overall, this subset of authors exemplifies significant scholarly activity and varying degrees of interconnectedness, contributing to the richness of academic discourse and research networks. The same is presented in graphic form as follows;



Figure 7 Citations: authors' citations of documents, and total link strength

**Table No. 8**

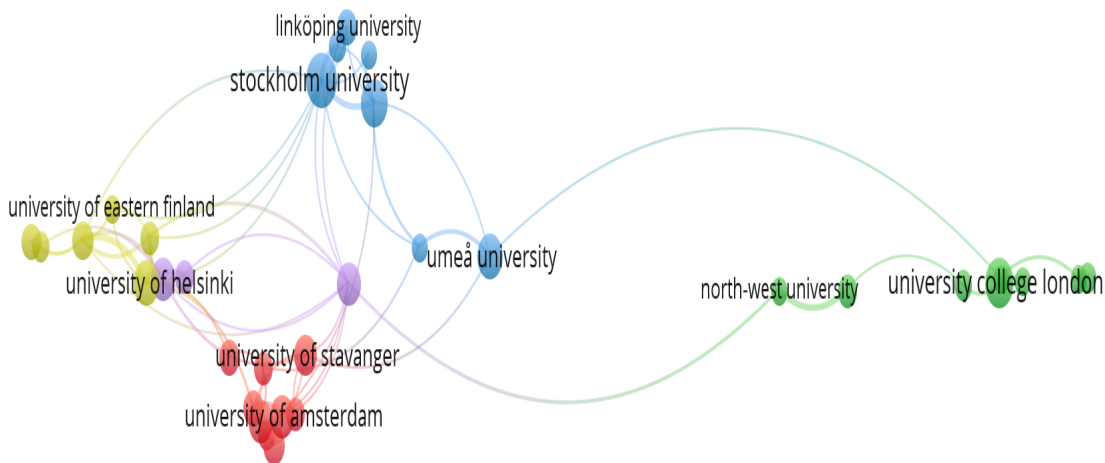
*Citations: organization's documents, citations and total link strength*

<b>Institutions/Organizations</b>	<b>Documents</b>	<b>Citations</b>	<b>Total link strength</b>
Stockholm University	50	470	21
University College London	42	443	7
University of Gothenburg	41	232	14
Umeå University	34	345	6
University of Helsinki	34	267	19
University of Jyväskylä	33	248	12
University of Oslo	33	193	13
Utrecht University	32	423	7
University of Amsterdam	32	394	12
University of Stavanger	28	246	7



The analysis of the given data on citations, documents, and total link strength for 33 organizations reveals significant insights into academic influence and collaboration patterns. With a threshold of at least 15 documents and 15 citations, out of 1294 organizations, only 33 meet these criteria. These 33 organizations collectively form 5 distinct clusters, indicating varying areas of academic focus and collaboration networks. The total number of links among these organizations is 72, with a combined link strength of 132, suggesting moderate interconnectivity and influence within the academic community.

Stockholm University leads with 50 documents and 470 citations, demonstrating its strong research output and impact. University College London and Utrecht University follow, with 42 and 32 documents respectively, and high citation counts of 443 and 423, indicating their significant contributions and recognition in their fields. Notable, University of Gothenburg and University of Helsinki, despite having fewer documents, show substantial total link strength of 14 and 19, respectively, highlighting their strong collaborative networks. The data underscores the prominence of Nordic and UK institutions in academic research, with high document counts and citation metrics reflecting their influential roles. The distribution of total link strength across the clusters also emphasizes the importance of collaborative efforts in enhancing academic impact. The same is presented in graphic form as follows;



**Figure 8** Citations: organization's documents, citations and total link strength

**Table No. 9**

*Citations related to countries' documents, citations and total link strength*

Author	Documents	Citations	Total link strength
United Kingdom	400	3676	106
United States	242	1995	56
Sweden	221	1864	61
Australia	170	1497	44
Netherlands	167	2405	64
Norway	160	1552	69
Finland	108	778	36
Germany	93	946	41
Canada	51	660	20
Ireland	51	237	14

The data on citations, countries documents, and total link strength offers insightful trends in academic contribution and influence across 37 countries meeting the threshold of a minimum of 10 documents and 10 citations. Among these, the United Kingdom leads with 400 documents and 3676 citations, boasting a total link strength of 106, indicating a robust scholarly presence and extensive collaborative networks. The United States follows with 242 documents and 1995 citations, and a total link strength of 56, reflecting significant academic influence though with fewer interconnections compared to the UK. Sweden and Netherland also show notable scholarly output with 221 and 167 documents respectively and citation of 1864 and 2405, highlighting their strong academic impact. Australia, Norway, and Finland with 170, 160, and 108 documents respectively and citations ranging from 1497 and 778 demonstrate substantial research activity and collaboration. Germany, Canada, and Ireland, though contributing fewer documents, still maintain significant citation counts and link strengths, underscoring their relevance in the academic community. Overall, the data showcases the dynamic interplay of document production, citation frequency, and collaborative strength among these nations, with a total of 37 countries forming 10 clusters, interconnected by 150 links and a combined link strength of 363. The same is presented in graphic form as follows;

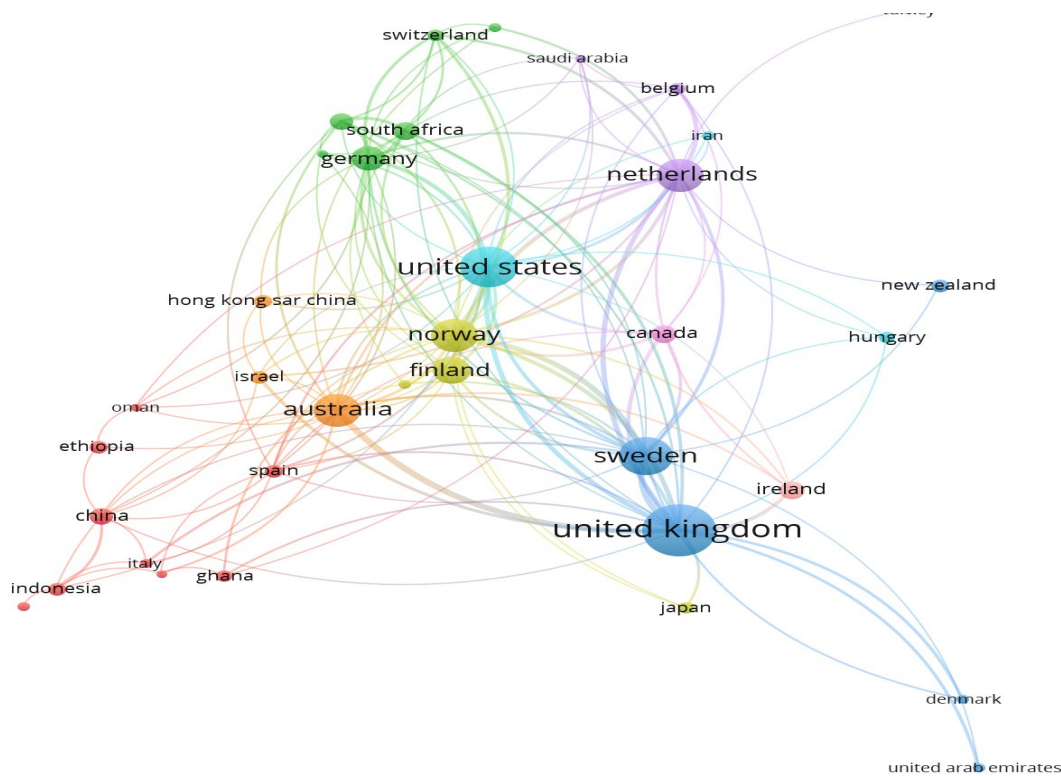


Figure 9 Citations: Countries' documents, citations and total link strength

## Findings and Conclusions

The findings of the study extracted from the analyzed data according to accomplish the research objectives of the study and also presented the conclusions of the study as under;

Research in academia is becoming increasingly important and prolific, as seen by the exponential growth of publications in the Taylor & Francis database between 2012 and 2024. A relatively strong fit, indicated by a fitted exponential trendline with an R2 value of 0.7588, indicates sustained exponential growth rather than linear growth. There has been a meteoric climb in scholarly production, with the number of papers going from 2 in 2012 to 389 in 2024. This growth results from more people doing research, more academics collaborating, and better

ways for information to get out there. There may be a stabilization phase following a period of high academic engagement, as indicated by the exceptional surge in 2023 and a minor fall in 2024. The overall trend highlights the increasing significance of the Taylor & Francis database as a vital archive for academic information across many fields, highlighting its place in the academic world.

The study concluded that the most cited paper in this era, Atkinson, Oldfield, and Waite (2012), shows academic and practical relevance. This trend indicates a greater awareness of mental health issues in schooling. UK research is leading due to its strong academic infrastructure and focus on mental health in education, as shown by the geographic distribution of top-cited works. The findings underline the importance of prominent researchers and influential studies in creating this essential field and the necessity for ongoing study and intervention techniques to promote secondary school students' mental health and emotional well-being. The study of the most-cited articles reveals seminal studies that have impacted education and social science. The main publications highlight goals for a future in science at a young age, academic pressure in China, and student performance in higher education, highlighting modern research's international and influential character. As top-cited articles and authors (2016) from Australia, the UK, Iran, and Kenya show, educational research has broad themes and significant contributions. Akareem and Hossain's study broadly impacts school quality perceptions, while Dixon et al.'s study highlights transgender and gender-diverse students' critical difficulties. These studies, plus those by Pope, Singleton, Hungi, Mahuro, and others, demonstrate the global importance of addressing socio-demographic issues, parental participation, and teacher development.

The findings (2017) show that a diverse spectrum of influential research shapes educational discourse worldwide. Education research has a global scope, as seen by the prevalence of studies conducted in the US, UK and Netherlands. The significance of these publications in shaping educational policy and practice is highlighted by the fact that they tackle pressing themes like homeschooling, neoliberalism, data-based decision-making and early childhood education. The study concluded that a review of 2019s most cited writers, papers and nations reveals the far-reaching influence of educational research on many areas of student growth and institutional enhancement. Notable publications addressing mental health, data-driven educational practices and parental involvement have been produced by prominent contributors from the United Kingdom, the Netherland and Finland. This trend highlights the worldwide push for better educational procedure and student results through extensive and diverse research initiatives.

The data from 2020 indicates a growing interest in studies on the social and psychological aspect of schooling. Key studies focus on concepts like school belonging, self-efficacy and grit. The diverse range of top cited writers from the United States, the Netherland and Ethiopia, among others, underscores the global nature of educational research. This analysis emphasizes the need for cross-cultural approaches in understanding educational outcomes, providing a roadmap for future research initiatives, and offering significant insights into major themes and influential contributors.

The study revealed a dynamic field of educational research, with a strong focus on the evolving impact of the COVID-19 pandemic on educator attitudes, entrepreneurial education, and technology use in the classroom. The data presented here highlight the global impact of influential research on educational practices and legislative responses, drawing attention to the ever-changing nature of emotional learning, entrepreneurial education, and the incorporation

of technology in today's classrooms. This emphasis on change and evolution can make the audience feel engaged and part of a dynamic field.

An international effort to combat the educational difficulties brought on by the COVID-19 epidemic was highlighted in the most referenced articles of 2022. These studies demonstrate a variety of research endeavors with a common goal: to improve educational outcomes globally. Their topics range from equity in education to online learning participation. Innovative educational approaches and inclusive learning settings are important topics in modern research agendas, as authors such as Liz Chesworth, Tamara Tate, Mark Warschauer, and Lisa Hoffmann have shown.

Finally, the most-cited papers in 2023 highlight the significant effects of COVID-19 on classroom instruction, the revolutionary power of digital tools for maths education, and the success of online programs to get kids moving. Research like this shows that the epidemic has worsened things, but it also shows that people are finding creative ways to meet the world's educational demands. These findings are vital for researchers, educators, and policymakers trying to keep up with the ever-changing educational scene and identify ways to improve educational practices.

The most cited studies from 2012 to 2024 show how the academic world is becoming increasingly international and multidisciplinary. Educators and policymakers can get crucial insights from this research, which covers a wide range of topics like the effects of COVID-19 on education, factors influencing academic success, and educational quality. They highlight how modern classrooms necessitate perseverance, participation, and fairness. The diversity in geographical focus and study subjects enhances collective knowledge of educational practices and ideas, guiding strategic directions for future educational advancements globally.

The study concluded that the academic publications that received the most views between 2012 and 2024 have crucial areas of concentration for educational research. The large number of views these papers have received highlights how important it is to comprehend and enhance a variety of areas of education, ranging from the mental health and involvement of students to the attitudes of students and the quality of education for students. Scholarly interest in improving educational procedures and the well-being of students is being highlighted by this movement, which is occurring worldwide. Future research must continue to investigate these topics to ensure that exhaustive and up-to-date insights influence educational initiatives. The study concluded that the leading writers and institutions' complex web of collaborative writings is distinguished by their high citation counts and strong collaborative links, which indicate the key roles they play in advancing knowledge. The important contributions made by countries such as the United States of America, the United Kingdom, and the Netherlands are brought to light from a global perspective.

## References:

- Chawla, L. (2007). Childhood experiences associated with care for the natural world: A theoretical framework for empirical results. *Children, Youth and Environments, 17*(4), 144-170.
- Coleman, J. S. (1966). *Equality of educational opportunity (Vol. 2)*. Washington, DC: U.S. Department of Health, Education, and Welfare, Office of Education.
- Epstein, J. L. (1987). Parent involvement: What research says to administrators? *Education and Urban Society, 19*(2), 119-136.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review, 13*(1), 1-22.
- Galindo, C., & Sheldon, S. B. (2012). School and home connections and children's kindergarten achievement gains: The mediating role of family involvement. *Early Childhood Research Quarterly, 27*(1), 90-103.
- Garbe, A., Ogurlu, U., Logan, N., & Cook, P. (2020). COVID-19 and remote learning: Experiences of parents with children during the pandemic. *American Journal of Qualitative Research, 4*(3), 45-65.
- Goodall, J., & Montgomery, C. (2014). Parental involvement to parental engagement: A continuum. *Educational Review, 66*(4), 399-410.
- Harris, A., & Goodall, J. (2008). Do parents know they matter? Engaging all parents in learning. *Educational Research, 50*(3), 277-289.
- Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: National Center for Family and Community Connections with Schools.
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology, 45*(3), 740-763.
- Hoover-Dempsey, K. V., Walker, J. M. T., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., & Closson, K. (2005). Why do parents become involved? Research findings and implications. *The Elementary School Journal, 106*(2), 105-130.
- Jeynes, W. H. (2016). A meta-analysis of the efficacy of different types of parental involvement programs for urban students. *Urban Education, 47*(4), 706-742.
- Kraft, M. A., & Dougherty, S. M. (2013). The effect of teacher-family communication on student engagement: Evidence from a randomized field experiment. *Journal of Research on Educational Effectiveness, 6*(3), 199-222.
- Lee, J.-S., & Bowen, N. K. (2006). Parent involvement, cultural capital, and the achievement gap among elementary school children. *American Educational Research Journal, 43*(2), 193-218.
- Mapp, K. L., & Kuttner, P. J. (2013). *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*. SEDL.
- McNeal, R. B. (2014). Parental involvement, academic achievement, and the role of student attitudes and behaviors as mediators. *Sociological Focus, 47*(1), 51-74.
- Seginer, R. (2006). Parents' educational involvement: A developmental ecology perspective. *Parenting: Science and Practice, 6*(1), 1-48.
- Smith, J. S. (2020). Digital tools for enhancing parental involvement in education. *Journal of Educational Technology, 49*(2), 223-239.
- Sui-Chu, E. H., & Willms, J. D. (1996). Effects of parental involvement on eighth-grade achievement. *Sociology of Education, 69*(2), 126-141.
- Thompson, B., Mazer, J. P., & Grady, E. F. (2015). The changing nature of parent-teacher communication: Mode selection in the smartphone era. *Communication Education, 64*(2), 187-207.