

Special Issue

Academic Engagement, Motivation, and Parental Support in Student Achievement

Message from the Guest Editor

Across diverse educational systems, student engagement and motivation are recognized as powerful predictors of learning outcomes. Engagement reflects not only behavioral participation in academic activities but also emotional and cognitive investment in learning processes. Motivation—whether intrinsic, extrinsic, or a blend of both—guides students' effort, goal-setting, and resilience in the face of challenges. At the same time, parental support has been consistently linked to academic success, serving as a key protective factor that fosters self-regulation, confidence, and a positive orientation toward schooling. In today's rapidly changing educational landscape, influenced by globalization, technological innovation, and post-pandemic challenges, understanding the dynamics of these factors has never been more urgent. The ways in which students remain motivated, engaged, and supported by their families can vary significantly across cultural, socio-economic, and institutional contexts. This Special Issue aims to advance knowledge on these intersections by offering an international, interdisciplinary forum for scholarly dialog.

Guest Editor

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With warm greetings, it is a pleasure to invite you to contribute a research article or comprehensive review for consideration and publication in *Behavioral Sciences*. *Behavioral Sciences* is an international, scientific, open access journal providing an advanced forum for discussions and research regarding the intersection between psychiatry, neuroscience, psychology, cognitive and behavioral sciences, and behavioral biology. More information are available at: <https://www.mdpi.com/journal/behavsci>. We would be pleased to welcome you as one of our authors and have the opportunity to consider your work for publication.

Editor-in-Chief

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