

# **“ANALYSING THE RELATIONSHIP OF PARENTAL ACADEMIC SUPPORT AND ATTACHMENT STYLE TO THE ACADEMIC SELF-EFFICACY AMONG LEARNERS”**

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## **Abstract**

This study explores the relationships between parental academic support, attachment style, and academic self-efficacy among junior high school students. Parental support, including active involvement in educational activities, positively influences students' self-beliefs about their academic abilities. Attachment style, which is shaped by early parent-child relationships, affects emotional security and self-esteem, with secure attachment fostering higher academic self-efficacy. The study, conducted with 100 students at St. Michael's College – Iligan, found high levels of parental support and a predominance of secure attachment styles. However, academic self-efficacy was low, particularly in areas such as reading and peer relationships. The findings highlight the importance of strengthening parental support to improve academic outcomes, leading to the proposal of an intervention program aimed at enhancing parent-child communication and boosting academic confidence.

174 words

**Keywords :** *Parental Academic Support, Attachment Style, Academic Self-Efficacy*

## **1.0 Introduction**

The foundation of both uplifting society and individual empowerment, education is recognized as a key factor in fostering social and economic growth. The concept of parental involvement is central to the educational framework, as defined by Smokoska (2020), which refers to the extent of parents' engagement in their children's education, both at home and through interaction with their schools.

Parents' active involvement and support in their child's education enhances their development and drive. Parents need to be actively involved and supportive in their child's education to improve their child's development and drive. Offering guidance and motivation is crucial in helping children feel encouraged and determined to pursue their aspirations. In the initial learning setting, the family environment plays a

significant role in children's development, especially as they begin to interact with individuals outside their family unit (Sudartinah, 2022).

The involvement of parents in their children's education significantly impacts their academic self-efficacy. Children whose parents take an interest in their learning and academic life tend to be more confident in their academic abilities (Adimora, et. al., 2019). Moreover, forming healthy and secure attachments with caregivers results in positive developmental outcomes. A child's attachment style to their parents may determine their chances of attaining academic achievement and developing motivation, focus, and a positive self-concept (Wang, 2021).

## **2.0 Theoretical and Empirical Background**

This study focuses on the relationship between Parental Academic Support and Attachment Style to the Academic Self-Efficacy among learners at St. Michael's College-Basic Education ,Iligan City. Moreover, this study is anchored on the Social Capital Theory by Pierre Bourdieu (1985), Attachment Theory by John Bowlby (1958) and Bronfenbrenner's Ecological Systems Theory by Urie Bronfenbrenner (1979).

**Social Capital Theory (1985)**, emphasizes the value of social connections as resources that facilitate the accumulation of human capital, such as skills and credentials. It highlights how stable social settings, like supportive family environments, contribute to educational success and personal development. Bourdieu described social capital as the resources derived from lasting networks of relationships based on mutual recognition. In the context of this study, the theory underscores the importance of parental academic support and attachment style in fostering academic self-efficacy. By building strong relationships among parents, teachers, and the school community, a supportive learning environment is created, enhancing students' academic performance and overall outcomes.

**The Attachment Theory of Bowlby (1958)**, focus on the early emotional bonds formed in the first years of life are biologically driven survival strategies and play a crucial role in shaping future emotional well-being and interpersonal relationships. In this study, the theory emphasizes the importance of strong early attachments and how active parental academic support extends the positive effects of these bonds. By being involved in their children's education, parents create a supportive environment that fosters emotional security, confidence, and academic success.

**In Bronfenbrenner's Ecological Systems Theory (1979)**, explains how a person's development is influenced by interconnected environmental systems, from immediate family to broader societal structures. The five systems—microsystem, mesosystem, exosystem, macrosystem, and chronosystem—each impact an

individual's growth and behavior. The theory emphasizes collaboration between parents and teachers to support a child's development. In relation to this study, it highlights how understanding the various factors influencing a child's growth helps create strategies that foster their overall learning and development.

The three theories—Bourdieu's Social Capital Theory, Bowlby's Attachment Theory, and Bronfenbrenner's Ecological Systems Theory—highlight the importance of social connections, early bonds, and environmental influences on a child's development. They support the idea that strong parent involvement improves academic self-efficacy and success by fostering supportive relationships and environments. These theories collectively explain the connection between parental support, attachment, and academic performance in this research.

### **3.0 Research Objectives**

This study will explore the relationship of parental academic support and attachment style to the academic self-efficacy among learners. Specifically this study will focus on :

1. To know the level of parental academic support
2. To know the level of attachment styles in terms of Secure Attachment, Ambivalent Attachment and Avoidant Attachment
3. To know the level of academic self-efficacy in terms of Learning process, Reading, Comprehension, Memory, Curricular Activities, Time Management, Teacher Student relationship, Peer Relationship, Utilization of resources, Goal Orientation, Adjustment and Examination.
4. To know the significant relationship of parental academic support and academic self-efficacy
5. To know the significant relationship of attachment styles and academic self-efficacy

### **4.0 Methodology**

The research design used in this study was a correlational quantitative design to measure and examine the relationship between parental academic support, attachment style, and academic self-efficacy. It focused on understanding how these variables were related, particularly among junior high school students at St. Michael's College, Iligan City

The respondents for this research comprised of 100 junior high school students from grades 7 to 10 who are enrolled in the Basic Education program at Saint Michael's College, Iligan City, for the school year 2024-2025. Each selected grade will represent an equal 25.00% of the study's population.

This study used a stratified random sampling method in selecting the respondents. This method design is intentionally used to divide the population of junior high school students and the researchers requested a list of students ranging from grade 7, 8, 9, and 10 students. The researcher administered the standardized test, referred to as the Perceived Parental Academic Support Scale (PPASS) , Primary Attachment Style Questionnaire (PASQ) and Academic Self-Efficacy Scale to the respondents.

## 5.0 Results and Discussion

This chapter presents and analyzes the collected data in accordance with the order specified in the problem. The data is organized as follows: the level of parental academic support, the attachment styles statement of respondents in terms of Secure Attachment, Ambivalent Attachment, and Avoidant Attachment, the academic self-efficacy in terms of Learning process, Reading, Comprehension, Memory, Curricular Activities, Time Management, Teacher Student relationship, Peer Relationship, Utilization of resources, Goal Orientation, Adjustment and Examination , the correlation between parental academic support and academic self-efficacy; and the correlation between attachment style and academic self-efficacy.

**Table 1.2**

*Summary of Respondents' Level of Parental Academic Support*

<b>Scoring Scale</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
4.20 – 5.00	4.23	4.61	4.34	0.111	<i>Very High</i>
3.40 – 4.19	3.42	4.19	3.80	0.217	<i>High</i>
2.60 – 3.39	2.71	3.39	3.15	0.188	<i>Neutral</i>
1.80 – 2.59	2.03	2.52	2.27	0.346	<i>Low</i>

Table 1.2 present the summary of respondents level of parental academic support. It shows that in the Very High support (scores from 4.20 to 5.00), respondents scored between 4.23 and 4.61, with a mean of 4.34 and a low standard deviation of 0.111. In the High support score (3.40 to 4.19), scores ranged from 3.42 to 4.19, with a mean of 3.80 and a standard deviation of 0.217. In the Neutral support score (2.60 to 3.39), scores varied from 2.71 to 3.39, with a mean of 3.15 and a standard deviation of 0.188. Lastly, in the Low support score (1.80 to 2.59), scores ranged from 2.03 to 2.52, with a mean of 2.27 and a higher standard deviation of 0.346.

These findings reveal varying perceptions of parental academic support among students, with most indicating high levels of perceived support. The high mean scores in the Very High and High support categories suggest that many parents are actively involved in their children's academic lives, aligning with existing literature that emphasizes the positive impact of parental involvement on academic performance. The low standard deviation in the Very High support category implies little variation in responses, indicating strong agreement among students regarding substantial parental

support. In contrast, the higher standard deviations in the Low support category suggest greater variability in perceptions; while some students report minimal support, others may feel more supported. The substantial presence of high parental support correlates positively with student success, reinforcing the notion that active parental engagement can enhance academic achievement. Additionally, the Neutral and Low support categories indicate areas where parental engagement could be improved.

Overall, the data reflects a trend toward high levels of parental academic support among the respondents. Students with strong motivation for learning perceive education as essential for their future prospects, thus feeling urged to undertake learning activities as a preparation for a fulfilling life ahead (Ernawati, 2023).

**Table 2.4**  
*Summary of the Respondents' Level of Attachment Styles*

Factors	Minimum	Maximum	Mean	SD	Qualitative Interpretation
Secure Attachment	1.33	7.00	5.07	1.282	<i>Somewhat High</i>
Ambivalent Attachment	1.00	7.00	3.76	1.432	<i>Neutral</i>
Avoidant Attachment	1.00	6.83	3.69	1.329	<i>Neutral</i>

The attachment styles of respondents indicate a somewhat high level of secure attachment (mean = 5.07), while ambivalent (mean = 3.76) and avoidant attachment (mean = 3.69) are perceived as neutral, suggesting variability in emotional connections.

Based on these findings, it appears that while a significant portion of respondents exhibits secure attachment, the presence of ambivalent and avoidant styles highlights a spectrum of relational dynamics. This variability may reflect differing childhood experiences and the ability to form stable emotional bonds.

These findings imply that fostering secure attachment can enhance relationship satisfaction and emotional well-being, while ambivalent and avoidant styles may lead to challenges in intimacy and trust, necessitating targeted interventions for those individuals.

Research supports the notion that secure attachment is linked to healthier relationships, characterized by effective communication and emotional regulation (Langford, 2024). Conversely, individuals with ambivalent or avoidant attachments often experience difficulties in expressing emotions and maintaining intimacy (Cherry , 2023) Understanding these dynamics is crucial for developing strategies to improve relationship outcomes (Nourialeagha et al., 2023).

**Table 3.13***Summary of the Respondents' Level of Academic Self-Efficacy*

<b>Factors</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>SD</b>	<b>Qualitative Interpretation</b>
Learning process	1.00	4.50	2.23	0.716	<i>Low</i>
Reading	1.00	3.67	1.85	0.650	<i>Low</i>
Comprehension	1.00	5.00	2.80	0.719	<i>Neutral</i>
Memory	1.00	4.33	2.69	0.603	<i>Neutral</i>
Curricular Activities	1.00	4.25	2.67	0.657	<i>Neutral</i>
Time Management	1.00	5.00	2.96	0.848	<i>Neutral</i>
Teacher Student relationship	1.00	5.00	2.67	0.700	<i>Neutral</i>
Utilization of resources	1.00	4.33	2.65	0.634	<i>Neutral</i>
Peer Relationship	1.00	4.00	2.29	0.711	<i>Low</i>
Goal Orientation	1.00	4.50	2.58	0.876	<i>Low</i>
Adjustment	1.43	3.86	2.79	0.416	<i>Neutral</i>
Examination	1.00	4.00	2.64	0.632	<i>Neutral</i>
<b>Academic Self- Efficacy (Total)</b>	1.26	3.39	2.57	0.426	<i>Low</i>

Table 3.13 present the summary of respondents level of Academic self- efficacy. The learning process is particularly concerning, with a mean score of 2.23. This low score indicates that respondents feel unsure about their ability to learn effectively, which is crucial for their academic achievement. Reading is another major issue, with a mean score of 1.85. This low score suggests that respondents struggle to understand reading materials, making it difficult for them to keep up with their studies. In terms of comprehension skills, the mean score is 2.80, which is neutral. This means that while respondents have some confidence in their understanding, it's not strong enough to be reassuring. The memory factor has a mean score of 2.69, indicating moderate confidence in recalling information. However, this still shows room for improvement in this essential skill. For curricular activities, the mean score is 2.67, suggesting respondents feel somewhat capable but not very confident in engaging with their schoolwork. Time management is similar, with a mean score of 2.96, showing a moderate sense of effectiveness. The quality of relationships with teachers is also neutral, with a score of 2.67, indicating that students see these relationships as average, which can affect their engagement in class. When it comes to utilizing academic resources, the mean score of 2.65 shows uncertainty about using available support effectively. This uncertainty could limit their learning. Peer relationships received a low mean score of 2.29, indicating that respondents feel less confident in connecting with classmates. Strong peer relationships are important for collaboration and support. Goal orientation is another weak area, with a low mean score of 2.58. This indicates that respondents struggle to set and pursue academic goals, which can impact their motivation. Adjustment to academic challenges has a neutral score of 2.79, showing that some respondents can adapt, but there's still

work to be done to improve resilience. Finally, the examination score of 2.64 suggests that respondents feel somewhat uncertain about their exam performance. Over all, the findings indicate that respondents generally have low academic self-efficacy, particularly in reading, peer relationships, and goal orientation. While some areas show neutral confidence, the overall trend highlights the need for support and interventions to help improve their academic self-efficacy and overall success in school.

Based on these findings, it is clear that students face considerable challenges in multiple aspects of their academic experience. The particularly low scores in reading and the learning process suggest that students may struggle to engage with course materials effectively, which can hinder their overall academic success. This lack of confidence can lead to a cycle of underachievement, where students avoid challenging tasks due to fear of failure, further diminishing their self-efficacy.

These findings imply that the overall low levels of academic self-efficacy among respondents could significantly impact their academic trajectories. The struggles with reading comprehension and goal setting indicate that students may not only find it difficult to achieve academic success but might also lack the motivation to pursue higher educational goals. This situation underscores the importance of addressing self-efficacy as a foundational element of educational interventions.

When students lack confidence in themselves, their overall effectiveness is reduced, resulting in delays in academic tasks (Liu, 2024). A study by Ye (2024), also highlights the significant relationships between academic self-efficacy and goal orientation among high school students, indicating low self-efficacy levels can hinder goal setting and achievement. The results showed that self-efficacy and goal orientation are significantly related and both of them are associated with students' personal goal setting. In addition, parents and siblings influence students' self-efficacy as well as their goal setting.

**Table 4***Relationship Between the Respondents' Parental Academic Support and Academic Self-Efficacy*

Parental Academic Support	Correlation Coefficient (rho)	p-value
Learning process	-.219*	.028
Reading	-.200*	.046
Comprehension	-.295**	.003
Memory	-.293**	.003
Curricular Activities	-.457**	<.001
Time Management	-.280**	.005
Teacher Student relationship	-.260**	.009
Utilization of resources	-.341**	<.001
Peer Relationship	-.277**	.005
Goal Orientation	-.434**	<.001
Adjustment	-.258**	.009
Examination	-.280**	.005
<b>Academic Self- Efficacy (Total)</b>	<b>-.497**</b>	<b>&lt;.001</b>

\*\* . Correlation is significant at the 0.01 level

Table 4 demonstrates the significant correlations between parental academic support and students' academic self-efficacy across various factors. Curricular activities show the strongest correlation (p-value 0.001), while reading has the weakest (p-value 0.46). A positive relationship exists when both parental support and self-efficacy are high, but no correlation is observed when support is high but self-efficacy is low. Several factors, including comprehension, memory, time management, and curricular activities, have high significance, with parental support positively influencing self-efficacy, though the type of support may affect students' confidence in different ways. Teacher-student relationships, utilization of resources, peer relationships, goal orientation, and adjustment also show strong correlations, underlining how parental involvement in various aspects of a child's environment is crucial for their academic development. These findings suggest that parental support plays a multifaceted role in shaping students' academic outcomes and self-confidence, with both positive and negative impacts depending on the context.



**Table 5***Relationship Between the Respondents' Attachment Style and Academic Self-Efficacy*

Attachment Styles	Parental Academic Support	Correlation Coefficient ( <i>rho</i> )	p-value
Secure Attachment	Learning process	-.028	.782
	Reading	-.113	.261
	Comprehension	-.231*	.021
	Memory	-.265**	.008
	Curricular Activities	-.302**	.002
	Time Management	-.325**	<.001
	Teacher Student relationship	-.147	.144
	Utilization of resources	-.354**	<.001
	Peer Relationship	-.299**	.003
	Goal Orientation	-.412**	<.001
	Adjustment	-.387**	<.001
	Examination	-.280**	.005
	<b>Academic Self- Efficacy (Total)</b>	-.389**	<.001
Ambivalent Attachment	Learning process	-.024	.816
	Reading	.006	.954
	Comprehension	.216*	.031
	Memory	.116	.251
	Curricular Activities	.312**	.002
	Time Management	.141	.162
	Teacher Student relationship	.234*	.019
	Utilization of resources	.243*	.015
	Peer Relationship	.084	.405
	Goal Orientation	.182	.069
	Adjustment	.114	.259
	Examination	.266**	.007
	<b>Academic Self- Efficacy (Total)</b>	.231*	.021
Avoidant Attachment	Learning process	-.085	.398
	Reading	-.108	.284
	Comprehension	.116	.249
	Memory	.074	.464
	Curricular Activities	.203*	.043
	Time Management	.205*	.041
	Teacher Student relationship	.091	.365
	Utilization of resource	.164	.104
	Peer Relationship	.022	.826
	Goal Orientation	.167	.097
	Adjustment	.046	.652
	Examination	.068	.504
	<b>Academic Self- Efficacy (Total)</b>	.095	.348

\*\* . Correlation is significant at the 0.01 level

Table 5 presents the relationship between attachment styles and academic self-efficacy. Starting with secure attachment, the correlation coefficients indicate a generally weak association with academic self-efficacy across most areas. The learning process has a correlation coefficient of .028 and a p-value .782 has no significant relationship of secure attachment., while the reading has a correlation coefficient of .13, p-value = 0.261 has no significant relationship for secure attachment also. For instance, the correlation with comprehension is -0.231 ( $p = 0.021$ ), suggesting that students with secure attachment may have some challenges in understanding academic material. This could be surprising given that secure attachment typically fosters positive emotional and social development. However, the stronger negative correlation in memory (-0.265,  $p = 0.008$ ) and curricular activities (-0.302,  $p = 0.002$ ) implies that even securely attached students may struggle with retaining information and engaging actively in school-related tasks.

Moreover, the most striking finding is in the area of time management, where the correlation is -0.325 ( $p < 0.001$ ). This suggests that students with secure attachments may experience difficulties in managing their time effectively, which can hinder their overall academic performance. The Curricular Activities has correlation of -.302 and a p-value .002 has a high significant relationship. The correlation concerning the utilization of resources (-0.354,  $p < 0.001$ ) is also significant, indicating that even those with secure attachments might not fully leverage available academic support. These results point to the complexity of secure attachments, where emotional support does not automatically translate into academic efficacy. The peer relationship has a correlation coefficient of -.299, and a p-value .003 and has a high significant relationship with secure attachment, likewise, Goal orientation has a correlation coefficient of -.412 and p-value .001 has also a high significant relationship with secure attachment.

Conversely, ambivalent attachment shows a different pattern of correlations. The data reveal a combination of both significant and non-significant relationships between ambivalent attachment and various academic factors. Specifically, comprehension has a correlation coefficient of .216, p-value of .031, curricular activities has a correlation coefficient of .312 and a p-value of .002, teacher-student relationship has a correlation coefficient of .234 and a p-value of .019, utilization of resources has correlation coefficient of .243, p-value of .015, and examination has correlation coefficient of .266, p-value of .007, all show significant positive relationships with ambivalent attachment. On the other hand, learning process, reading, memory, time management, peer relationship, goal orientation, and adjustment either show low or no significant correlations with ambivalent attachment.

The significant positive correlations observed for comprehension, curricular activities, teacher-student relationship, utilization of resources, and examination suggest that students with ambivalent attachment might be more engaged in certain academic domains. Ambivalent attachment is characterized by inconsistent caregiving,

which can lead to increased anxiety and a heightened need for external validation. In this case, the students might seek more structured environments or authoritative support (such as teacher-student relationships) and resources to aid their academic efforts, resulting in better outcomes in areas like comprehension, examination performance, and engagement in extracurricular activities.

Additionally, Avoidant Attachment indicate that learning process, the correlation coefficient is  $-.085$ , with a p-value of  $0.398$ . This suggests no significant relationship between avoidant attachment and the learning process. In terms of reading, the coefficient is  $-.108$  ( $p = .284$ ), again showing a lack of significant correlation. This finding suggests that avoidant attached students do not face additional challenges in their reading abilities compared to their peers. The same pattern continues with comprehension, which has a correlation of  $.116$  ( $p = .249$ ). This indicates a slight positive trend, but it is not statistically significant, suggesting that avoidant attachment does not distinctly influence comprehension skills. The correlation for memory stands at  $0.074$  ( $p = 0.464$ ), reaffirming the lack of significant impact of avoidant attachment on memory retention.

In contrast, there are more noteworthy correlations observed in curricular activities and time management. Both dimensions show positive correlations of  $.203$  ( $p = .043$ ) and  $.205$  ( $p = .041$ , respectively, indicating that avoidant attached students may possess a moderate sense of efficacy in engaging with curricular tasks and managing their time effectively. Regarding the teacher-student relationship, the correlation coefficient is  $.091$  ( $p = .365$ ), indicating no significant association. Similarly, the utilization of resources shows a correlation of  $.164$  ( $p = .104$ ), again revealing a lack of significant impact of avoidant attachment on the tendency to seek academic support.

The correlation for peer relationships is particularly low at  $.022$  ( $p = .826$ ), which suggests that avoidant attached students do not view themselves as particularly successful or unsuccessful in forming connections with peers. In terms of goal orientation, the correlation of  $.167$  ( $p = .097$ ) indicates a possible positive trend, suggesting that avoidant attachment might have some influence on students' ability to set and pursue academic goals, although this finding is not statistically significant.

The correlation for adjustment is  $.046$  ( $p = .652$ ), indicating no significant relationship, while the correlation for examination performance is  $0.068$  ( $p = 0.504$ ), further reinforcing the idea that avoidant attachment does not strongly impact students' perceptions of their examination capabilities. The overall academic self-efficacy correlation is  $.095$  ( $p = .348$ ), reflecting a generally neutral stance. This suggests that avoidant attached students neither feel particularly confident nor lacking in their academic abilities across the board.

Overall, it emphasizes the complex interplay between attachment styles and academic self-efficacy. It suggests that while secure attachment may not guarantee

academic success, ambivalent attachment can lead to motivation despite emotional struggles, and avoidant attachment reflects a neutral engagement in academic processes. People with safe attachment style trust their beliefs because of their deep attachment styles and try to recognize their abilities and be effective in various fields of study. Attachment styles are one of the factors affecting students' academic self-efficacy (Haji Vosoogh et al., 2024).

## **6.0 Conclusion and Recommendations**

After analyzing the results of this study, it is evident that parental academic support plays a significant role in shaping the academic self-efficacy of learners at St. Michael's College Inc., Iligan City. The participants reported a very high level of perceived parental academic support, which is crucial for fostering a positive learning environment. Furthermore, the findings indicate that while most respondents exhibit a secure attachment style, ambivalent and avoidant attachment styles are also present, suggesting a complex relationship between attachment and academic outcomes.

Despite the high levels of parental support and a somewhat favorable attachment style, the respondents demonstrated low academic self-efficacy, particularly in areas such as reading, peer relationships and goal orientation. This gap suggests the need for specific educational strategies that not only promote parental involvement but also address the emotional and psychological factors affecting students' belief in their own academic abilities.

The study highlights the complex relationship between attachment styles and academic self-efficacy. It shows that having a secure attachment doesn't automatically lead to academic success. Instead, students with ambivalent attachment may be more motivated, while those with avoidant attachment might struggle to engage with their studies. Based on these findings, the suggested program, "Strengthening Parent-Child Connections for Student Learning Success," focuses on improving communication between parents and children, and giving parents advice and knowledge to boost their child's confidence in learning.

## **7.0 Recommendations**

The researchers focused on exploring the relationship between parental academic support, attachment style, and the respondents' academic self-efficacy. Regarding the research locale, target respondents, and overall methodology, the study provided several recommendations aimed at improving current programs related to parental support and attachment styles in relation to academic self-efficacy at St. Michael's

College. Additionally, the researchers offered suggestions to enhance the validity and significance of future replications of the study.

**School Administrators.** Strengthening the connection between parents and the school is important. By setting up programs and improving communication, administrators can help students succeed. When parents and teachers work together, it creates a positive environment that motivates students and helps them do their best in school.

**Guidance Personnel.** Assist parents in overcoming obstacles that prevent them from engaging in their child's education. This study highlights the importance of understanding these challenges in order to create effective solutions that promote teamwork. By making communication better between parents and school staff, counselors can build a strong support system for students, helping them do well in school and in life.

**Faculty.** By understanding the challenges students face outside of school, like family issues or stress, teachers can offer better support. This awareness allows educators to offer more personalized support, whether through flexible deadlines, additional resources, or simply being more understanding when students struggle.

**Parents.** This study shows parents how important their role is in their child's education. It explains that when parents get involved, it can help their child do better in school. Parents are encouraged to take an interest in their child's learning, join school activities, and work with teachers to support their child's success.

**Future Researchers.** This study provides a foundation for future research on the relationship between parental involvement and student academic performance. Future studies can explore new ways to improve parent-school connections and see how these relationships can influence education. It can also guide efforts to improve education for all students.

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