

**The Impact of Parental Involvement, Parent-Teacher Communication,
and Study Environment on the Academic Success of Bachelor
Students: A Case Study of Bachelor Level Students.**

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Abstract

Purpose: This study aims to investigate the relationship between parental involvement and academic achievement among bachelor-level students, focusing on specific forms of parental engagement and influencing factors.

Methodology: A sample of 225 students from various colleges in Koshi Province was analyzed using Pearson correlation tests and regression analysis. Data were collected through Google Forms, examining how parental involvement correlates with academic success across different demographics.

Findings: The study reveals a positive correlation between increased parental involvement and academic achievement ($r = 0.544$, $p = 0.000$). Effective parent-teacher communication ($r = 0.676$, $p = 0.001$) and a supportive study environment ($r = 0.695$, $p = 0.000$) are significant factors influencing academic success. The regression model, incorporating these factors, accounts for a substantial portion of the variance in student achievement ($R^2 = 0.4872$, $F(3, 221) = 2.809$, $p = 0.040$). The model demonstrates no issues of multi-collinearity (VIF values between 1.211 and 2.142), no heteroscedasticity (student deleted residuals between -2.331 and 2.550, Cook's Distance maximum at 0.053), and no outliers or excessive leverage (centered leverage values between .001 and .105).

Implications: Enhancing parental involvement, fostering positive study environments, and improving parent-teacher communication are crucial for supporting academic success in bachelor-level students.

Value: This study enhances understanding of academic achievement's multifaceted nature and underscores the need for collaboration between parents and educational institutions to boost students' academic performance.

Keywords: Parental Involvement, Academic Achievement, Bachelor-Level Students, Correlation Analysis, Regression Analysis.

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Introduction

"There must be a profound recognition that parents are the first teachers and that education begins before formal schooling and is deeply rooted in the values, traditions, and norms of family and culture" by Sara Lawrence. In Nepalese society, where familial values and cultural traditions are highly valued, parental involvement emerges as a cornerstone in shaping a student's educational journey from its earliest stages.

Parental engagement, defined as the involvement of parents in teaching and learning activities which plays a crucial role in shaping students' academic outcomes (F.H Patience et al. 2021). Research indicates that parental involvement significantly influences students' academic success across educational levels. However, there is a paucity of studies focusing on the impact of parental involvement on undergraduate students, particularly in Nepal. Studies have consistently shown that increased parental involvement positively correlates with academic achievement (Naveed et.al, 2023). Effective parent-teacher communication further enhances student performance, as evidenced in various educational settings (Epstein, 1991). Conversely, limited parental engagement may hinder a student's academic progress, highlighting the importance of robust family-school partnerships. In Nepal, where many bachelor-level students live independently from their parents, understanding the extent to which parental involvement influences their academic success poses a significant challenge. Factors such as urban migration and changing family dynamics contribute to the complexity of this issue.

Recognizing the pivotal role of parental involvement and effective communication between parents and teachers is crucial for fostering an environment conducive to academic achievement. These variables not only impact immediate academic outcomes but also contribute to long-term educational and personal development. Globally, research underscores the universal significance of parental engagement in enhancing student learning outcomes, and transcending cultural and geographical boundaries. Insights from international studies provide a broader framework for understanding best practices in educational partnerships. In Nepal, bachelor-level education represents a critical stage where parental support can significantly influence educational trajectories. Nearly all bachelor students in Nepal, aged between 15 and 25, reside away from their parental homes, emphasizing the need to explore how parental involvement can bridge geographical and emotional distances to support academic success.

By addressing these facets, this study seeks to unravel the intricate relationship between parental involvement, parent-teacher communication, and academic success among bachelor-level students in Nepal. Through empirical investigation, this research aims to provide actionable insights that can inform policies and practices aimed at enhancing educational outcomes in the region. Two primary research questions guide the inquiry:

- a) To what extent does heightened parental involvement positively impact the academic success of bachelor-level students?
- b) Does an affirmative association exist between effective parent-teacher communication and the academic success of students pursuing bachelor's degrees?

By addressing these questions, the study endeavors to uncover tailored approaches for parents to support their children's learning journeys and facilitate success in their academic pursuits.

Literature review:

Parental involvement, parent-teacher communication, and a conducive study environment play critical roles in the academic success of students. The study by (Gana et al. 2023) emphasizes the positive relationship between family functioning, emotional bonding, and academic success, indicating that emotional connections and parent-child interactions serve as significant mediators in this dynamic (Gana.et al 2023). Similarly, the necessity of active parental participation in students' education, advocating for involvement in homework and school activities to enhance academic performance and holistic development (Sachdeva. Eta al (2023)).

Over the years the desire to identify causative factors for the decline in academic performance has intensified. Many experts in the field of education have attempted to determine which factors have had the biggest influence on this phenomenon, and the possible corrective measures that can be utilized to “right the ship” (Hill, 2009) . There are numerous studies which weigh the pros and cons of different types of motivation, sources of motivation, the correlation between gender and achievement levels and the correlation between parental involvement and achievement levels. Even those studies and articles that focused on motivation and gender equity could not ignore the role that the parent plays in promoting a positive academic philosophy. There are also some various meta-analysis studies examining the relationship between parental involvement and academic achievement. The first study was conducted by Fan and Chen (2001) and they concluded that parental involvement is related to academic achievement. Literature in Longitudinal Survey, this study focuses specifically on Mexican American families and youths, a population at high risk for academic underperformance. Findings show that the positive effects of

parental involvement among Mexican American parents occur through involvement in the home, whereas parental involvement in school organizations is not associated with youths' achievement. Parents' investment of financial resources in their children's education was found to have a somewhat higher impact on achievement than forms of involvement that require parents' investment of time (Altschul, I. 2011).

A descriptive, qualitative study on the "Effect of Home Environment on Student's Achievement in Mathematics at the Secondary Level" in Salayan district. Using semi-structured, face-to-face interviews with two mathematics teachers, five *Kami* students, their parents, and classroom observations, the study found that factors like parents' education, occupation, social traditions, family size, poverty, and household workload significantly impact *Kami* students' mathematics achievement. The literature reviews in this study demonstrate that the relationship between parental participation and academic accomplishment is a topic of investigation at many levels of education, with education showing a strong correlation with academic achievement (Rawat 2011).

Theoretical Framework

This research paper aims to investigate the influence of parental involvement, parent-teacher communication, and study environment on academic success in students pursuing bachelor's degrees. To explore these relationships, we will draw upon relevant theoretical frameworks and existing research findings.

Parental Involvement:

Parental involvement in children's education fosters academic achievement and motivation, with parental expectations strongly linked to academic success even in financially impoverished contexts (Brooks-Gunn, 2005). Neuenschwander (2007) found that parents generally have high educational aspirations for their children, with a mean expectation level of 6.46 on a scale from 2 (some high school) to 10 (advanced degree).

This research seeks to explore the necessity of parental involvement in higher education. According to Bandura's Social Learning Theory, observation and modeling are crucial in learning (McLeod, 2023). Studies indicate that children from families with greater financial and social resources perform better academically (Yeung, 2005), and parents' educational level and family income are positively associated with their educational expectations for their children (Davis-Kean, 2003).

Parent-Teacher Communication:

Parents' involvement in their children's early education and parent-teacher communication have attracted a great deal of attention in recent Australian and international research (Arnold, 2008). Effective communication between parents and teachers fosters collaboration and enhances student learning. The finding of the research paper shows that parents who were more engaged in education activities at home were more involved in their child's early childhood and school settings, had more frequent communication with educators, and rated educator communication effectiveness more highly (Murry, 2015). Facilitation of parent involvement and the development of supportive relationships and respectful communication with families are key features of quality early childhood services and schools (DEEWR, 2008). Regular communication about the child's learning, behavior, play, and interactions with others can help keep parents informed about their child's well-being, and, by gaining insight from parents, such communication can assist educators in better understanding children. Verbal communication can be used at drop-off and pick-up times, at parent-educator conferences, at home visits, or via the telephone (Knopf, 2008). Effective strategies for enhancing teacher-family communication require both one-way and two-way communication opportunities (Berger, 2000). The researcher find that Parents who reported more family involvement in educational activities at home were also more involved in the classroom ($r's = .15, .19, .13, \text{ and } .20, p's < .01$), and had a higher frequency of educator-parent informal talk in preschool ($r's = .07 \text{ and } .17, p's < .01$). Educators and teachers also reported using more involvement strategies ($r's = .05, p's <$

.01), and parents gave higher ratings for the effectiveness of educators' communication strategies ($r = .17$ and $.10$, $p's < .01$) (Murry.E 2015).

Study Environment:

The physical and psychosocial qualities of the student's study environment can significantly impact academic outcomes. The results showed in the paper by (Kurnia Widiastuti, 2020) that the factors that influence learning comfort of students in the classroom include: air circulation, quietness, cleanliness, adequate & supportive facilities, and peer attendance. This is because the classroom is the element that most influences student progress and learning success (O. Adedamola, 2015). The completeness of school facilities and infrastructure is a supporting factor for the implementation of education (M. Novita, 2017). Learning comfort is a major factor in achieving success in learning. If learning conditions are comfortable, the learning process will be fun. As a result, student achievement increases (S. Cheryan, 2014).

Academic Success:

Researchers examining academic success often quantify it in terms of assessment grades. The concept of academic success has generally been associated with the attainment of summative assessments, as stipulated by learning outcomes (Maira Cachia, 2018). However, through the application of personality testing, this author concludes that there are significant differences in personality between students with high attainment and those with low attainment. In defining academic success, participants emphasized in the research paper of (Maira Cachia, 2018) the process as much as the outcome, highlighting the need for personal and professional development. Academic success encompasses various indicators of achievement, including:

- **Grades and standardized test scores**
- **Course completion rates**
- **Graduation rates**

- **Knowledge acquisition and skill development**

Potential Moderating Variables:

Further research could explore factors that might moderate the relationships between our independent and dependent variables. These may include:

- **Student characteristics:** Age, gender, socioeconomic status, and prior academic performance.
- **Family structures:** Single-parent households, cultural backgrounds, and family dynamics.
- **Program variables:** Type of degree, campus location, and quality of academic resources.

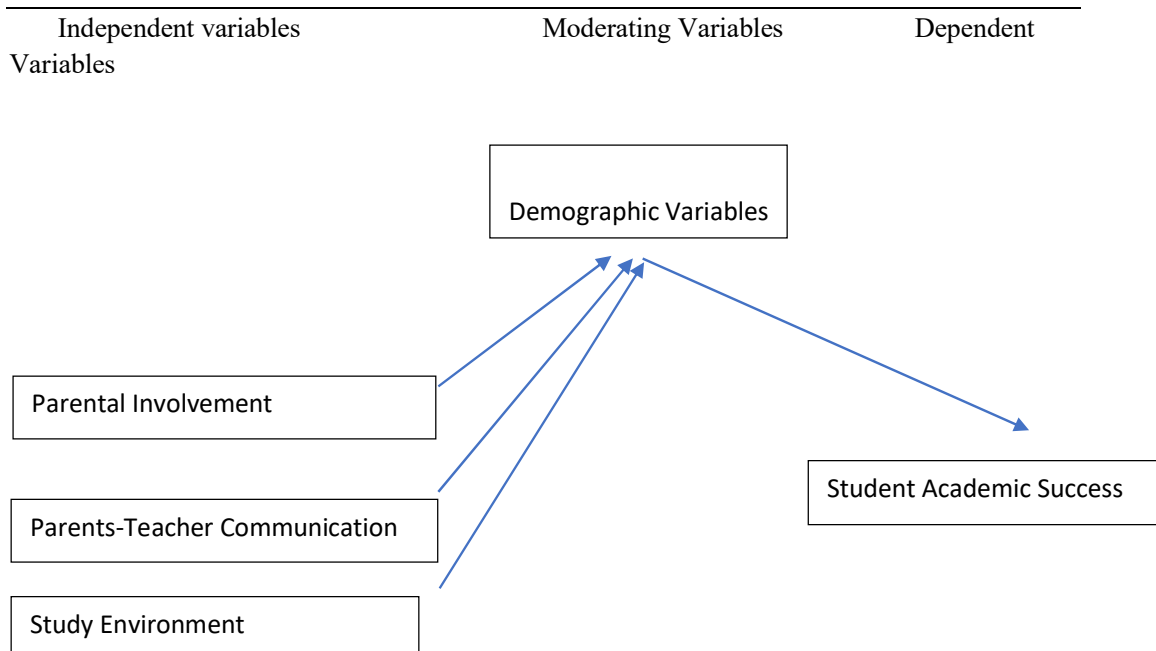


Figure 1: Study's Framework

Hypotheses:

Based on the outlined theoretical frameworks and existing research, we can formulate specific hypotheses for this study:

1. **H1:** Increased parental involvement will be positively associated with academic success in students pursuing bachelor's degrees.
2. **H2:** Effective parent-teacher communication will be positively associated with academic success in students pursuing bachelor's degrees.
3. **H3:** A positive study environment will be positively associated with academic success in students pursuing bachelor's degrees.
4. **H4:** There is a significant combined effect of parental involvement, parent-teacher communication, and study environment on academic success.

The hypotheses aim to establish connections between the independent variables—parental involvement, parent-teacher communication, and study environment—and the dependent variable, academic success, providing a structured foundation for the study's investigation.

Research Gap

The research gap in this study is the lack of examination of the relationship between parental involvement and academic achievement in bachelor-level students. Despite the well-established correlation between education and academic achievement, there is a lack of research on this specific topic, specifically regarding bachelor level students. Additionally, most previous research on parental involvement and student achievement has been conducted by foreign researchers regarding up to secondary level students where the researcher finds indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence (Topor,2010). Similarly results indicated that

significant positive associations were found between school-based parent involvement behaviors and parent involvement-related psychological processes ($r_s = 0.36-0.53$) (Kaley Curtis, 2021). But this study focuses for adult student those are pursuing their bachelor degree education in Nepal. This research study a valuable addition to the field in understanding the relationship between parental involvement and academic success in bachelor level students or for adult students.

Research Methodology

There are 579,448 students enrolled across 1,455 campuses in Nepal, according to the University Grants Commission (UGC) in 2022 report. Using Cochran's formula (1977), the sample size for a large population is calculated considering a 95% confidence level, a 5% margin of error, a population proportion of 50% (if unknown), and a population size of 75,297 students in Koshi Province according to UGC report 2022. This calculation results in a sample size of about 383 students, representing both graduate and postgraduate students.

For a study focusing on bachelor-level students, 500 questionnaires were sent via Google Forms with the help of college teachers. After data cleaning, 225 valid responses were obtained, ensuring the sample size remains representative. To understand this connection, 225 students from various colleges in Koshi Province (Dhankuta, Sunsari, and Morang) across different disciplines (engineering, management, science, education, and humanities) were surveyed. This diverse group included students from private, community, and constituent colleges.

The survey, conducted between March 4 and June 20, 2023, used 17 Likert-scale questions. College lecturers distributed the questionnaires to the students. To analyze the data, coefficient correlation was used for hypotheses 1-3, which focused on potential relationships, and regression equations were used for hypothesis 4, which explored specific influences. This research aims to shed light on the role parental support plays in the academic success of Nepali bachelor's students, potentially offering insights into the

observed decline in enrollment after secondary education. By studying students across Koshi Province, we aimed to capture the unique experiences of adult-aged students during this crucial stage of their academic journey.

Data analysis and Presentation

The Pearson correlation coefficient and multiple regressions were used for the analysis of data. The correlation coefficient was used to determine the relation between the dependent and independent variables. Multiple linear regressions were used to find the effect of the independent variable on the dependent variable. All statistics were determined by using the computer-made SPSS version 25.0 program package.

The survey instrument was divided into three sections. The first section focused on the demographic information of the respondents. The second section centered on the calculation of correlation and the third section was dedicated to regression analysis. The demographic data serves as a foundational layer, allowing for a better understanding and interpretation of the findings in the subsequent sections, which are used in the first section of data analysis.

Table 1

Demographic Variables

Variables	Respondents		Variables	Respondents	
	in			in	
	Nos	%		Nos	%
<u>Name of college</u>			<u>Gender</u>		
Basanta Multiple Campus,	28	12.4	Female	161	71.6
Belbari Multiple College	21	9.3	Male	64	28.4
<u>Dhankuta Multiple Campus</u>			<u>Parental Education</u>		
Hile Campus	48	21.3	Below Primary	107	47.6

Janta Multiple Campus	31	13.8	High school	99	44.0
Liberty College	42	18.7	Above Bachelor	19	8.4
Madan Bhandari Memorial Academy	9	4.0	<u>Parental Occupation</u>		
Vishwa Adarsha College	17	7.6	Professional	31	13.8
<u>Level</u>			Farmer	73	32.4
Bachelor First year (1 st & 2 nd sem)	41	18.2	Foreign Employment	110	48.9
Bachelor Second year (3 rd & 4 th sem)	64	28.4	Unemployment	11	4.9
Bachelor Third year (5 th & 6 th sem)	58	25.8	<u>Hours spend in study</u>		
Bachelor Forth year (7 th & 8 th sem)	62	27.6	Less than one hours	45	20
<u>Previous Academic Performance</u>			1-2 hours daily	89	39.6
A-A+	42	18.7	2-3 hours daily	66	29.3
B-B+	67	29.8	Above 3 hours daily	25	11.1
C-C+	51	22.7	<u>Working Study Status</u>		
D-D+	52	23.1	Employed	83	36.9
NG	13	5.8	Not Employed	142	63.1
<u>Age of responded</u>			<u>Living situation</u>		
Below-20	87	38.67	Hostel	16	7.1
20-24	101	44.89	Room Rent	79	35.1
25-Above	37	16.44	Home with family	130	57.8

The demographic variables provide a snapshot of the study's participant characteristics. In terms of gender, the respondents are fairly distributed, with 71.6% identifying as female and 28.4% as male. Parental education reveals diverse backgrounds, where 47.6% have parents with education below the primary level, 44% with a high school education, and 8.4% with education beyond the bachelor's level. Parental occupation reflects a mix of professions, with 13.8% engaged in professional work, 32.4% in farming, and 48.9% in foreign employment. Academic levels span across the bachelor's program, with varying proportions in each year. The study also considers the respondents' study-related factors, such as hours spent on daily study, where 39.6% dedicate 2-3 hours daily, and 11.1% invest above 3 hours. Employment status indicates 36.9% employed and 63.1% not employed. The age distribution reveals 38.67% below 20 years, 44.89% between 20-24 years, and 16.44% 25 years and above. Living situations include 7.1% in hostels, 35.1% in rented rooms, and 57.8% at home with family. These demographic variables offer valuable insights into the diverse composition of the study's participants.

To capture participant responses, a 5-point Likert-type scale was employed for all study variables. This scale ranged from 1 (very dissatisfied) to 5 (very satisfied), allowing for nuanced measurement of agreement levels.

Data Reliability

To assess the internal consistency of the constructs under examination and the strength of associations between variables, **Cronbach's alpha** was employed in this study. All the constructs exhibited Cronbach's alpha values exceeding the **recommended cut-off of 0.70**, as established by (Nunnally, 1993). This finding supports the **reliability and consistency** of the constructs employed within this research.

Presentation and Analysis

a) Correlation coefficient

Focusing on bachelor-level students, this study utilized correlation coefficient analysis, conducted within SPSS, to explore the connection between parental involvement and academic success. The findings of this analysis are presented in Table 2.

Table 2

Correlations matrix

		Student academic achievement	Mean of Parental involvement	Mean of study environment	Parents teacher communication
Student academic achievement	Pearson Correlation	1	.544*	.676**	.535*
	Sig. (2-tailed)		.000	.001	.000
	N		225	225	225
Mean of Parental Involvement	Pearson Correlation		1	.695**	.523**
	Sig. (2-tailed)			.000	.000
	N			225	225
Mean of study environment	Pearson Correlation			1	.592**
	Sig. (2-tailed)				.000
	N				225
Parents teacher communication	Pearson Correlation				1
	Sig. (2-tailed)				
	N				225

*. Correlation is significant at the 0.05 level (2-tailed).

Interpretation

H1: Increased parental involvement will be positively associated with academic success:

The correlation coefficient between Increased Parental Involvement and Academic Success is 0.544 ($p = 0.000$). This positive correlation suggests that as parental involvement increases, there is a moderate and statistically significant improvement in

academic success. This aligns with H1, indicating that greater parental involvement tends to correspond with higher academic achievements.

H2: Effective parent-teacher communication will be positively associated with academic success: The correlation coefficient between Effective Parent-Teacher Communication and Academic Success is 0.676 ($p = 0.001$). This strong positive correlation indicates that as effective parent-teacher communication increases, there is a significant and substantial increase in academic success. This aligns with H2, suggesting that effective communication between parents and teachers is associated with higher academic achievements.

H3: A positive study environment will be positively associated with academic success:

The correlation coefficient between a Positive Study Environment and Academic Success is 0.695 ($p = 0.000$). This strong positive correlation implies that as the quality of the study environment improves, there is a significant and substantial increase in academic success. This supports H3, indicating that a positive study environment is closely linked to higher academic achievements.

In summary, the results provide compelling evidence supporting the positive association between increased parental involvement, effective parent-teacher communication, a positive study environment, and academic success.

B) Regression analysis

To test Hypothesis 4, which posited a significant combined effect of parental involvement, parent-teacher communication, and study environment on academic success, multiple linear regression analysis was conducted using SPSS. The resulting model, summarized in Table 3, provides valuable insights into the interplay of these variables and their influence on academic outcomes.

Table-3

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
				F Change	df1	df2	Sig. F Change
0.698	0.4872	0.447	0.27233	2.809	3	221	.040

Predictors: (Constant), Parents teacher communication ,Mean of study environment, Mean of Parental involvement

Dependent Variable: Student academic achievement

The regression model, with Parents teacher communication, Mean of study environment, and Mean of parental involvement as predictors, significantly explains a substantial amount of the variance in student academic achievement (R Square = 0.4872, $F(3, 221) = 2.809$, $p = 0.040$). The adjusted R Square is 0.447, reflecting a robust model fit after considering the number of predictors. The standard error of the estimate is 0.27233, indicating a relatively low level of variability. Overall, the model demonstrates a strong and statistically significant relationship between the predictors and the dependent variable.

Table-4

ANOVA Result

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.583	3	3.861	2.809	.040
	Residual	303.733	221	1.374		
	Total	315.316	224			

a. Dependent Variable: Student academic achievement , df in multiple correlation is (n-1-k)

b. Predictors: (Constant), Parents teacher communication, Mean of study environment, Mean of Parental involvement

Interpretation

The ANOVA table indicates that the regression model, including parents teacher communication, Mean of study environment, and Mean of parental involvement as predictors, is statistically significant ($F(3, 221) = 2.809, p = 0.040$). This finding aligns with the earlier summary, confirming a significant relationship between the predictors and the dependent variable (Student academic achievement). The regression model explains a substantial amount of variance ($R^2 = 0.4872$) with an adjusted R^2 of 0.447, reflecting a robust model fit after considering the number of predictors. The sums of squares for regression and residuals are 11.583 and 303.733, respectively, contributing to the total sums of squares (315.316). The mean square for regression is 3.861, indicating the variance explained by the predictors. Overall, this ANOVA summary supports the notion of a meaningful relationship between the predictors and academic achievement.

Table-5
Coefficients

Model		Unstandardized		Standardized		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	1.980	.568		3.489	.001		
	Mean of Parental involvement	.545	.196	.273	2.782	.006	.826	1.211
	Mean of study environment	.293	.175	.154	1.672	.000	.467	2.142
	Parents teacher communication	.046	.154	.123	1.298	.0.01	.510	1.962

a. Dependent Variable: *Student previous academic achievement*

Identified deleted residuals: Min value = -2.331 Max value = 2.550 Threshold value = 3

Entered leverage: Max Value = .105 Threshold value = $3k/n = 0.04$

Cook's distance: Max Value = .053 Threshold value = 1.0

The variance inflation factor (VIF) analysis revealed that multi-collinearity is not an issue in the regression model. With VIF values ranging from 1.211 to 2.142, and

corresponding tolerance values of .826, .467, and .510, the results indicate that predictor variables do not exhibit excessive redundancy and contribute uniquely to the model.

In terms of residuals statistics, the student deleted residuals ranged from -2.331 to 2.550, which are within acceptable limits, suggesting no residuals are excessively large or problematic. Cook's Distance, with a maximum value of 0.053, is significantly below the commonly used threshold of 1, indicating that no individual data points have undue influence on the regression results. Additionally, the centered leverage values ranged from .001 to .105, which are also within a normal range, implying that no data points have excessive leverage.

Overall, the analysis confirms that the regression model adheres to the assumptions of normality and homoscedasticity, and that multicollinearity is not a concern. The residuals are well-distributed and no data points unduly influence the results, ensuring the reliability of the regression analysis.

The study's outcomes provide pragmatic evidence supporting the positive influence of Mean of Parental involvement and Mean of study environment on student academic achievement. Keeping all other independent variables constant, an increase of one unit in Mean of Parental would increase student academic achievement by 0.545 units ($\beta = 0.545$, $p = 0.006$), an increase in Mean of study environment would result in an increase of 0.293 units ($\beta = 0.293$, $p = 0.000$), and an increase in Parents teacher communication would lead to an increase of 0.046 units ($\beta = 0.046$, $p = 0.01$). Explaining the three independent variables using the multiple regression equation contributed significantly to the model.

Discussion:

The study's comprehensive analysis reveals compelling evidence supporting the pivotal role of parental involvement in fostering academic success among bachelor-level students. The positive correlation between increased parental involvement and academic

achievement, as indicated by a correlation coefficient of 0.544 ($p = 0.000$), underscores the significance of family support in higher education. This aligns with the theoretical framework emphasizing the positive impact of parental engagement on student outcomes. Effective parent-teacher communication also emerges as a crucial factor, with a strong positive correlation of 0.676 ($p = 0.001$). This finding highlights the interconnectedness of home and school environments and emphasizes the need for open channels of communication to facilitate student success.

Moreover, a positive study environment, represented by a correlation coefficient of 0.695 ($p = 0.000$), stands out as a key predictor of academic achievement. This underscores the importance of creating conducive learning environments that complement and reinforce the support provided by parents and teachers. The regression model, incorporating parent-teacher communication, study environment, and parental involvement as predictors, significantly explains the variance in student academic achievement ($R \text{ Square} = 0.4872$, $F(3, 221) = 2.809$, $p = 0.040$). The individual contributions of parental involvement ($\beta = 0.545$, $p = 0.006$), study environment ($\beta = 0.293$, $p = 0.000$), and parent-teacher communication ($\beta = 0.046$, $p = 0.01$) further underscore their unique importance in shaping academic success.

These findings collectively emphasize the multidimensional nature of academic achievement, advocating for a holistic approach that involves not only educational institutions but also parents and teachers. The study underscores the need for targeted interventions and support systems tailored to the unique challenges and requirements of adult learners pursuing bachelor's degrees. The collaboration between parents and educational institutions is paramount, as evidenced by the study's results, which reveal that increased parental involvement significantly contributes to academic success.

Conclusion

In conclusion, fostering a positive study environment and enhancing parent-teacher communication are integral components in creating an ecosystem conducive to the academic success of bachelor-level students. The study highlights the significant role of parental involvement in higher education and calls for collaborative efforts between parents, teachers, and educational institutions to support students effectively. This holistic approach is crucial for addressing the observed decline in enrollment after secondary education and ensuring that students have the necessary support to succeed in their academic endeavors.

This study was conducted using a convenience sampling method within a small group of students, indicating the need for more rigorous research on this topic. Given the higher dropout ratio among bachelor-level students, implementing policies to increase parental involvement in higher education could potentially boost student retention and success.

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