

# The Impact of Parental Support and School Environment on Student Academic Achievement

Basilius Redan Werang<sup>1</sup>, I Gede Margunayasa<sup>1</sup>, I Made Suarjana<sup>1</sup>, I Made Citra Wibawa<sup>1</sup>, Ni Wayan Rati<sup>1</sup>, Ni Putu Kusuma Widiastuti<sup>1</sup>, I Made Hendra Sukmayasa<sup>1</sup>, Edmond Leonard Jim<sup>2</sup>, Seli Marlina Radja Leba<sup>3</sup>

<sup>\*1</sup> Ganesha University of Education, Singaraja, Bali, Indonesia

<sup>2</sup> Sam Ratulangi University, Manado, North Sulawesi, Indonesia

<sup>3</sup> Musamus University, Merauke, South Papua, Indonesia

<p><b>Corresponding Author</b>  <b>Basilius Redan Werang</b></p> <p>Ganesha University of Education, Singaraja, Bali, Indonesia</p> <p><b>Article History</b></p> <p>Received: 26 / 05 / 2025</p> <p>Accepted: 09 / 06 / 2025</p> <p>Published: 12 / 06 / 2025</p>	<p><b>Abstract:</b></p> <p><b>Background:</b> Students' academic performance is a major concern for educators and politicians around the world. Schools and parents both play important roles in raising students' academic performance.</p> <p><b>Objective:</b> The purpose of this study is to investigate how student academic performance is impacted by the school environment and family support.</p> <p><b>Method:</b> We performed a survey research study using a quantitative methodology. Two distinct questionnaires were distributed to 219 primary school kids chosen from 10 suburban elementary schools in the Buleleng Sub-District, Bali, Indonesia, in order to collect data on parental support and the school environment. Additionally, information on pupils' academic performance was gathered from their academic transcripts. Using SPSS version 21, inferential statistical methods were used to evaluate the collected data.</p> <p><b>Findings:</b> The findings show that both individually and collectively, student academic progress is directly and significantly impacted by parental support and the school environment..</p> <p><b>Implication for Practice and Research:</b> These results highlight how important parental support is and how creating a positive and encouraging school climate is essential to raising pupils' academic performance.</p> <p><b>Keywords:</b> Parental support, school environment, student academic achievement.</p>
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## Introduction

Academic achievement stands as a cornerstone in the realm of education, serving as a critical measure of student success and a key focus for educators and policymakers worldwide (MeeniDev, 2016; Werang et al., 2022). But the COVID-19 pandemic's severe effects are still having a lasting effect on Indonesia, especially in the country's educational system. The effects of the Indonesian government's decision to close schools and switch to online education were clarified by a World Bank report. The study revealed a significant decrease in literacy competency, with a 25-35 point drop in the reading score of the Programme for International Student Assessment (PISA) test [Dini, 2022; Astawan et al., 2023]. These findings underscore not only the social isolation experienced by students due to school closures but also the adverse effects on their academic achievement. The shift to online learning, while necessary for health and safety reasons, has presented significant challenges, including limited access to resources, reduced interaction with teachers and peers, and disparities in technology access among students.

Academic achievement encompasses the extent to which students benefit from their learning experiences, often demonstrated through the mastery of knowledge and skills across various subjects taught in school (Lukman, 2021). The World Bank

study highlights the urgent need for targeted interventions to address the learning loss and support students in regaining their academic footing. It underscores the importance of implementing effective educational strategies to mitigate the long-term impact of the pandemic on student achievement and ensure a robust and equitable education system for all. Exploring the intricacies of academic achievement sheds light on the effectiveness of educational practices and policies, providing crucial insights for enhancing learning outcomes and shaping future educational strategies.

High academic achievement not only benefits students within the classroom but also significantly influences their future educational and career prospects. A strong academic record serves as a gateway to higher education and opens doors to various career opportunities beyond the classroom. Research consistently highlights the connection between excellent academic achievement and future success (Ferrão & Almeida, 2019; Zimdars, 2010). The probability of being admitted to esteemed institutions or universities that are renowned for their academic quality is increased by exceptional academic accomplishments. In addition to improving the quality of education, having access to these kinds of schools gives students more options for experiences, resources, and career prospects.

Consistently high academic achievement often leads to increased opportunities for success (OECD, 2012). Students who perform exceptionally well academically are eligible for financial aid and scholarships from a variety of educational institutions and organizations. These programs not only lessen the cost of attending college, but they also recognize and honor students' dedication and diligence. Academic success not only involves achieving high grades but also helps develop a variety of life skills essential for personal growth and career advancement (Paul, 2022). In order to succeed academically, one must become proficient in time management, critical thinking, problem-solving, and effective communication. These abilities are essential for laying a solid basis for future achievement.

A multitude of factors significantly influences students' academic achievement, a subject extensively studied in various research endeavors (Azhar et al., 2014; Diseth et al., 2010; Fernex et al., 2015; Saele et al., 2017; Wintre et al., 2011). These studies delve into a broad spectrum of influences, seeking to unravel the complexities that impact students' performance in educational settings, such as parental support, socioeconomic status, teacher quality, school environment, student motivation, and learning styles. The role of parental socioeconomic status, for instance, has been found to correlate with academic achievement, with students from lower-income backgrounds often facing additional challenges due to limited access to resources, educational support, and opportunities compared to their more affluent peers.

Among the myriad factors mentioned above and explored in the literature, this study narrows its focus to two specific ones. The first factor under consideration is parental support. The development of critical abilities required for successful learning, such as language competency and other skills essential for academic achievement, is greatly aided by parents. By engaging in activities like reading to their kids, playing educational games, and leading conversations, parents can help kids develop a positive attitude toward learning, feel inspired and motivated, and improve their cognitive skills and general academic performance (Werang et al., 2024a).

As parents are solely responsible for their children's upbringing and education, parental support refers to the help that parents give. Parents, who are the children's primary teachers, have a big say in how their kids learn and grow both inside and outside of the classroom (e.g. Khasanah & Fauziah, 2020; Werang et al., 2017; Werang et al., 2019; Zulparris et al., 2021). Acting as primary influencers, parents guide and shape their child's educational journey. Parental support is demonstrated through a variety of activities. Santo et al. (2018) identified three activities parents can engage in to support their child's educational development. First and foremost, parents' engagement in their children's wellbeing is giving them the necessary support for their physical health and making sure they have access to healthy, nutritious meals. A child's general health and growth are greatly aided by this nutritional support, which is a basic component of parental care.

Second, supporting children's educational development requires making sure they have access to the resources they need to learn. Both the family and school settings are included in this endeavor, which goes beyond the classroom. A favorable environment for ongoing learning and development is produced by offering necessary resources including books, educational tools, and technology both at home and in educational institutions. In

addition to fostering academic success, such an atmosphere encourages children's curiosity, inquiry, and love of learning.

Thirdly, active parental involvement entails helping kids plan and organize their educational activities, offering assistance while they learn, and keeping a close eye on their academic progress at home and at school. This all-encompassing approach to parental support demonstrates a dedication to closely monitoring a child's academic development. It highlights how crucial parental involvement is in creating a culture of ongoing learning and development at home rather than just offering homework assistance.

Parents' support for their children's education extends outside of the classroom and into their homes as the need for parental involvement grows. (Werang et al., 2017, 2019). Parental support includes a number of crucial components, such as establishing a safe and caring learning environment, providing suitable learning opportunities, and encouraging a positive outlook on education (Đurišić & Bunijevac, 2017). As they attempt to juggle their various obligations with their children's educational demands, modern parents deal with hectic and uncertain schedules. Parental involvement in their children's education starts at home and has a big impact on their learning and growth (Werang & Leba, 2022).

In today's increasingly demanding educational landscape, parental involvement has extended beyond the school environment into the home. Balancing their children's educational demands with their own busy and unpredictable schedules, parents often find themselves navigating a delicate balance. Research (e.g. Sulastri & Masriqon, 2021; Syaiban, 2022; Umar, 2015) highlights the pivotal role parents play in their children's academic success, as they are often a child's first and most influential social environment. A plethora of studies (e.g. Ateş, 2021; Avvisati et al., 2010; Baquedano-Lopez et al., 2013; Berkowitz et al., 2017; Dwiningrum, 2011; Epstein, 2009; Gonzalez-DeHass et al., 2005; Greenwood & Hickman, 1991; Henderson & Berla, 1994; Henderson & Mapp, 2002; Mishra et al., 2020; Robinson & Harris, 2014; Rohmahwati & Hayati, 2021; Rumberger et al., 1990; Saputri et al., 2022; Slameto, 2013; Swap, 1993; Whitaker & Fiore, 2001) underscore the significance of parental support in enhancing students' academic performance.

The second factor under consideration is the school environment, which plays a pivotal role in shaping the educational journey of students. The notion of the school environment encompasses a wide range of factors that directly or indirectly influence the educational delivery within a specific educational institution. More than just the physical space where students attend classes and the equipment within it, the school environment encompasses the entire atmosphere conducive to facilitating the teaching-learning process (Werang et al., 2023a; Werang et al., 2024b).

As the second most influential educational setting after the family unit, schools are instrumental in delivering structured education across various levels. Schools not only provide academic instruction but also serve as crucial environments for the social, emotional, and intellectual development of students. Schools are places where students not only acquire knowledge but also develop crucial skills, attitudes, and values that shape their future. Schools have a big influence on developing and improving children's cognitive, behavioral, and intellectual abilities, according to research (Usaini et al., 2015).

Through their interactions with peers and teachers, schools act as social centers that impact students' attitudes, interests, emotions, character, and drive to learn. According to this perspective, schools ought to create the best possible conditions for students to actively pursue their academic interests while being guided by qualified teachers. Current research (e.g. Akpan, 2020; Lone, 2021; Malik & Rizvi, 2018; Mukmina et al., 2021; Okoi et al., 2022; Saputri, 2019; Usaini & Bakar, 2015) have emphasized how much the school atmosphere affects kids' academic performance and personal growth. Students' attitudes, interests, emotions, character, and drive to study are greatly influenced by the school environment, where they engage with peers and teachers on a daily basis. Consequently, it is indisputable that a child's success in their educational pursuits is greatly influenced by their school environment (Akpan, 2020).

A positive school environment is an essential aspect of every student's educational journey. Usaini et al. (2015) emphasized the value of a supportive learning environment in schools that is marked by first-rate amenities and a cheerful atmosphere. Such an atmosphere is essential for fostering students' comfort and concentration, which in turn increases their commitment to their academic endeavors. As students strive toward their learning objectives, it not only promotes active participation in educational activities but also ignites their passion and drive. In schools, creating a welcome atmosphere for kids is greatly aided by a caring and encouraging atmosphere.

In essence, a positive school environment not only provides a backdrop for education but also profoundly influences students' attitudes toward learning. Verma (2019) highlighted that students find the learning process easier to access and look forward to in a caring and encouraging educational setting. Students who attend school in a happy atmosphere are more focused, have more meaningful learning experiences, perform better academically, and are more likely to develop sophisticated critical thinking abilities (Verma, 2019). In the same vein, Usaini et al. (2015) highlighted that, given that kids spend a large portion of their time on school grounds, a favorable school climate makes it easier to provide worthwhile learning experiences. Schools have a significant impact on students' educational experiences, motivation, and the development of critical skills required for both academic achievement and personal development by creating an environment that is favorable to learning.

The purpose of this study is to investigate the effects of the school environment and family support on students' academic performance. While earlier research has examined the effects of each of these elements separately, this study adopts a new tack by examining their partial and simultaneous effects on students' academic performance. This study aims to offer a more thorough knowledge of the elements influencing adolescents' academic success by combining parental support, the school environment, and academic achievement into a unified research model. In addition to providing useful implications for parents, schools, and education policymakers, this integrated method enables a deeper examination of the intricate interactions between these variables.

Fifth-grade pupils from Bali, Indonesia's Buleleng Sub-District's suburban elementary schools were chosen as the study's demographic and sample. To direct the investigation, the following three research questions were examined: (a) Does parental support have a major positive effect on students' academic performance? (b) Does the school environment significantly

influence student academic achievement?; and (c) Do the school atmosphere and family support together affect students' academic performance? We used a survey study design and a quantitative research approach to answer these research questions.

## Research Method

### Research Design

This research employed a quantitative approach, utilizing a survey design to investigate the influence of parental support and the school environment on students' academic performance. Quantitative research involves the use of numerical data to identify patterns, make predictions, test causal relationships, and draw conclusions about a larger population (Coghlan & Brydon-Miller, 2014). It is commonly used to study a smaller group and then generalize the findings to a larger population.

Surveys are widely used in quantitative research as they provide a convenient method for collecting numerical data (Williams, 2007). We opted for a survey research design for several reasons, primarily because surveys offer an easy way for individuals to share their opinions and knowledge on a specific topic (Mills, 2021). Moreover, recent studies (Jim et al., 2024; Sondakh et al., 2023; Werang et al., 2023b,c; Werang et al., 2024c) have highlighted the benefits of surveys, including cost-effectiveness, rapid data collection, efficient gathering of substantial data within a short timeframe, and the production of highly precise statistical results.

### Research Participants

Our research was conducted in elementary schools located in the suburban area of the Buleleng Sub-District in Bali, Indonesia. Specifically, 219 fifth-graders from these schools were chosen to take part in our research. Due to time restrictions and the challenge of reaching every member of the research population, particularly during the vacation period when data collection was conducted, we decided to use the purposive sampling technique.

We chose the Buleleng Sub-District as our research setting because it encompasses a diverse range of elementary schools in the region. Selecting fifth-grade students allowed us to capture a crucial transitional phase in their educational journey, providing valuable insights into the factors influencing their academic performance. The demands placed on students rise as they advance in their schooling. Students must complete more difficult classes and tests, and parents and teachers anticipate better academic success. Their academic performance and motivation to learn may be impacted by this extra pressure. In order to identify the elements that could either improve students' academic success or pose difficulties when they move on to higher grades and educational levels, we concentrated on this grade level.

### Research Instrument

In this research, we utilized a quantitative survey research design to investigate the predictive role of parental support and the school environment on student academic achievement. To gather data on academic achievement, we compiled the learning outcomes of the surveyed students by directly engaging with their class instructors, referred to as 'Guru Kelas'. This process involved a thorough examination of students' academic records, enabling a comprehensive analysis of their learning outcomes.

A questionnaire with 14 items spread across three measuring indicators—material support (4 items), moral support (7 items), and spiritual support (3 items)—was used to gather data on

parental support. A four-point Likert scale, with 1 denoting "strongly disagree" and 4 denoting "strongly agree," was used by participants to score their answers. The questionnaire items were presented in Indonesian to make sure the participants understood them. Examples of English-language goods include: "My parents provide me with the necessary learning materials both at school and at home," "My parents always accompany me when I study at home," "My parents always attend and accompany me during school activities that require parental presence," "My parents always ask about what I have learned at school," and "My parents always pray for my good health and success."

A questionnaire with nine items spread across three measurement indicators—school atmosphere (3 items), school transparency (3 items), and the availability of learning facilities (3 items)—was used to gather data on the school environment variable. A four-point Likert scale, with 1 denoting "strongly disagree" and 4 denoting "strongly agree," was used by participants to score their answers. To help participants understand, all items were presented in Indonesian, much like in the parental support questionnaire. Examples of English-language goods include: "I feel comfortable and safe at school," "The teaching and learning activities at this school are highly enjoyable," "The school-related information is easily accessible," "School staff is always ready to answer my questions and meet my needs," "I am always involved in school activities," and "The learning facilities in this school are sufficient to support teaching and learning activities."

#### Data Collection and Analysis

As mentioned earlier, this study focused on fifth-grade students attending suburban elementary schools in the Buleleng District, Bali, Indonesia. A total of 219 elementary school students were selected as the population and sample for this research. Two surveys were distributed to these students, and their responses were collected using a four-point Likert scale. Data regarding student academic achievement were gathered by compiling the academic records of the surveyed students.

Inferential statistics were used to analyze quantitative data. Researchers can assess whether observed associations are real or just the result of chance by using inferential statistics on the data. We employed basic linear regression analysis to answer the first two study questions. This method gave us insights into the linear impact of changes in one variable and helped us understand how those changes related to changes in another. We used multiple linear regression analysis to answer the third research question. We were able to fully investigate how different elements interacted thanks to this technique, which helped us comprehend the intricate relationships present in the dataset. We were able to draw significant conclusions by employing these statistical procedures, which improved the reliability and validity of our study findings.

We used software called the Statistical Package for the Social Sciences (SPSS) version 21 to guarantee the accuracy and dependability of our data analysis. This robust program made it possible to manipulate, evaluate, and present the data effectively by offering a methodical framework for statistical analysis. This method increased our trust in the findings and conclusions of our investigation.

## Results

The purpose of this study was to investigate the effects of school environment and family support on kids' academic performance. Although validating data normality is crucial for basic linear regression analysis, we neglected to do so because of

our study's huge sample size (Ajija, 2011). As previously stated, we statistically analyzed the gathered data using SPSS version 21. Tables 1, 2, and 3 highlight the important findings in relation to the research topics and hypotheses.

**Table 1.** The impact of parental support ( $X^1$ ) on student academic achievement (Y)

N	R	R <sup>2</sup>	t-count	t-table	Sig.
			0.05		
219	.765	.585	17.491	1.970956	.001

a. Predictors: (Constant), Parental\_Support

b. Dependent Variable: Academic\_Achievement

Data in Table 1 demonstrates a significant impact of parental support on students' academic achievement. With an alpha ( $\alpha$ ) level of .05, the  $t_{\text{count}}$  value (17.491) surpasses the  $t_{\text{table}}$  value (1.970956), supporting the research hypothesis that parental support impacts significantly positively on academic success. Conversely, the hypothesis suggesting the absence of such an influence is not supported. Moreover, the data in Table 1 reveal that the  $R^2$  coefficient value is .585, with a significant coefficient value of .001. This suggests that the degree of parental assistance students receive accounts for about 58.5% of the variation in their academic performance. These results highlight how important parents are in influencing and assisting their kids' educational paths, which eventually improves academic performance. It emphasizes the critical connection between parental participation and student performance and the need to provide a nurturing home environment that supports and fosters adolescents' academic endeavors.

**Table 2.** The impact of the school environment ( $X^2$ ) on student academic achievement (Y)

academic achievement (1)					
N	R	R <sup>2</sup>	t-count	t-table	Sig.
			0.05		
219	.224	.050	3.388	1.970956	.001

a. Predictors: (Constant), School\_Environment

b. Dependent Variable: Academic\_Achievement

The data presented in Table 2 indicate that at the  $\alpha$  level of .05, the  $t_{\text{count}}$  value (3.388) exceeds the  $t_{\text{table}}$  value (1.970956). This supports the research hypothesis, confirming a significant positive impact of the school environment on student academic achievement, while the opposite is not supported. Additionally, Table 2 shows that the  $R^2$  coefficient value is .050, with a Sig. coefficient value of .001. These results imply that the school environment that kids encounter accounts for about 5% of the diversity in their academic achievement. Even while this percentage might not seem like much, it does not lessen how important it is to create a welcoming and encouraging school climate. Academic achievement depends on students' well-being, participation, and general happiness with the learning process, all of which are facilitated by a pleasant school climate.

**Table 3.** Simultaneously impact of parental support and school environment on student academic achievement

N	R	R <sup>2</sup>	F <sub>count</sub>	F <sub>table</sub>	Sig.
			0.05		



219	.765	.585	152.425	3.07447264	.000
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a. Predictors: (Constant), Parental\_Support, School\_Environment

b. Dependent Variable: Academic\_Achievement

According to the data analysis results shown in Table 3, the calculated F-value ( $F_{\text{count}}$ ) of 152.425 is greater than the crucial F-value ( $F_{\text{table}}$ ) of 3.07447264 at a significance level of alpha ( $\alpha$ ) = 0.05. This implies that while the contrary hypothesis is unconfirmed, the research hypothesis—which holds that the school environment and parental support simultaneously have a favourable impact on students' academic achievement—is proven. Furthermore, Table 3's data indicates that the R-squared ( $R^2$ ) coefficient value is 0.585, with a corresponding significance coefficient (Sig.) value of 0.001. These findings suggest that the combined effects of parental support and the educational environment that adolescents encounter account for around 58.5% of the variation in academic achievement that has been documented.

## Discussion

The theoretical frameworks of self-determination theory (Deci & Ryan, 1985) and social capital theory (Coleman, 1988) provide important insights into the relationship between student academic achievement and parental support. Self-determination theory proposes that student motivation is greatly influenced by their sense of autonomy, competence, and relatedness, and that parental support plays a crucial role in nurturing these aspects, contributing significantly to students' motivation and, consequently, their academic success. According to social capital theory, parental support and active involvement in their children's education give students access to social resources that improve their academic performance, including increased motivation to learn.

Involvement and support from parents are essential for fostering student motivation and academic success. For their children, parents are important sources of encouragement and support (Werang et al., 2017; Werang et al., 2019; Werang et al., 2022). The results of data analysis indicate a positive impact of parental support on student academic achievement as the  $R^2$  coefficient value of 0.585, with the Sig. ( $p$ ) coefficient value of 0.001. It suggests that investing in improving parental support and involvement could positively impact student academic achievement. This finding is consistent with previous research by Ateş (2021), Fatimaningrum (2021), Fernández-Alonso et al. (2017), Jalan et al. (2022), Lara and Saracostti (2019), Yahya et al. (2022), and Singh and Mahajan (2021), which has shown that parental support and involvement are positively associated with student academic achievement. It implies that parental involvement and support contribute to students' sense of autonomy, competence, and relatedness, which are key components of self-determination theory.

Students are more likely to be motivated to participate in academic tasks and strive for academic achievement when they believe they have control over their learning, believe they can accomplish their goals, and have strong relationships with those who support their learning. Children can develop a positive attitude toward learning and a love of learning if their parents show an interest in their education and offer support. Parents help their children develop autonomy, competence, and a feeling of belonging by offering resources, support, and guidance—all of

which are essential for academic success. In addition to inspiring kids, this nurturing atmosphere fostered by parental participation gives them the confidence to take charge of their education, develop their abilities, and feel a sense of belonging. In addition to encouraging pupils to participate in academic activities and take their studies seriously, actively participating parents also convey the significance and worth of education.

Additionally, parental assistance is essential in easing some of the challenges that students could face in the classroom. Fostering a love of learning is one way that parental support increases students' motivation to learn. Children are inspired to actively participate in academic duties and take their studies seriously when their parents are involved and supportive, as this communicates to them the value and necessity of education. For example, students from low-income families could face financial obstacles to their academic achievement, like restricted access to resources like tutoring or textbooks. By offering both physical and emotional support, parental support can close these gaps and help students overcome obstacles to achieve academic success.

Numerous elements of their surroundings, including both local and larger societal concerns, have an impact on students. These elements include their local social and physical environments, such the school and classroom, as well as more general society elements, like cultural norms and laws. With its chances for peer and teacher interaction, academic task completion, and navigating the demands of the academic environment, the school setting in particular is a critical backdrop for student development. The school environment can support students' development in the sense of autonomy, competence, and relatedness by providing them with opportunity to make decisions about their education, participate in demanding academic assignments, and have pleasant interactions with their teachers and peers. Fostering students' feeling of autonomy in the classroom entails giving them the chance to make decisions, take part in class discussions, and establish objectives. Similar to this, giving students opportunities for skill improvement, clear and constructive feedback, and demanding and important academic assignments can all help them feel more competent. By giving students a sense of control over their education, boosting their self-esteem, and deepening their bond with the learning process, these techniques not only aid in their academic development but also enhance their general well-being (Deci & Ryan, 1985).

Students are more likely to feel inspired and involved in their academic work when they believe they have control over their education and keep healthy connections with both professors and classmates. These satisfying encounters aid in creating a favorable school climate that encourages academic success. With an  $R^2$  coefficient of 0.050 and a Sig. ( $p$ ) coefficient of 0.001, the data analysis results show that the school environment has a significant impact on students' academic achievement. These findings imply that spending money to enhance the educational environment may have a beneficial impact on students' academic performance. Student academic performance is strongly impacted by the quality of the school environment, and better surroundings are associated with better academic results. On the other hand, lower academic achievement among students is linked to worse educational settings. This finding is consistent with the research findings of Aziz and Rahman (2022), Ayodele (2023), Edgerton and McKechnie (2023), Jain (2013), Lawrence and Vimala (2012), Mukmina et al. (2021), Onodugo et al. (2020), and Rafiq et al. (2022), which suggest a close relationship between school

environments and student academic achievement. The results suggest that a supportive school environment, conducive to learning, can develop in students a sense of security, belonging, and purpose, thereby nurturing their motivation to learn. Conversely, a negative school environment lacking structure, support, and resources can adversely affect student motivation and achievement.

By giving students choices and control, giving them difficult assignments, and encouraging good connections between students and teachers, schools may create a positive learning environment. Having good relationships with peers, instructors, and other school personnel can foster a feeling of connection and belonging, which in turn encourages students to want to learn. A healthy classroom culture that promotes motivation and excellent academic accomplishment is created by teachers that create a safe and stimulating learning environment, pay attention to their students' needs, and genuinely care about their lives. Students are more likely to feel in charge of their education and become more motivated when they are given the chance to make decisions, engage in class decisions, and establish goals. In a similar vein, kids are more likely to feel competent and accomplish better academically when they are given difficult yet worthwhile assignments and receive honest, helpful criticism.

## Conclusion

In conclusion, both the school environment and parental support have a major and positive influence on students' academic progress, both separately and together. These findings highlight the significance of creating a nurturing and stimulating learning environment that promotes academic success, with practical ramifications for both parents and schools. In order to foster a supportive learning environment that increases student motivation and, eventually, improves academic performance, cooperation between parents and schools is crucial. By illuminating the complex relationship between student academic accomplishment, the school environment, and family support, this study adds to the body of knowledge already in existence. When evaluating these results, it is crucial to take into account the following constraints. This study may not accurately reflect the varied cultural, social, and educational conditions found in different locations because it was limited to a single age group and was carried out inside a narrow geographic area. Future research should overcome these constraints by broadening the scope of study to include a wider range of cultural, social, and educational circumstances in order to further enhance our understanding in this field. A more thorough understanding of the connection between academic accomplishment, the school environment, and parental support can be obtained by doing research across a range of geographical locations, cultural norms, and educational levels. Furthermore, longitudinal research may provide a more nuanced understanding of the ways in which the relationships among academic achievement, the school environment, and parental support change over time, particularly in a variety of educational environments and age groups.

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