

THE ROLE OF FAMILY INVOLVEMENT IN ENHANCING STUDENTS' ACADEMIC ACHIEVEMENT AND PSYCHOLOGICAL WELL-BEING

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Abstract. This study aims to examine the role of family involvement in improving students' academic achievement and psychological well-being through a literature review approach. The study analyzed seven scientific articles and several supporting literature sources discussing family involvement, emotional support, academic achievement, and students' psychological well-being. Data were collected through documentation techniques and analyzed using descriptive content analysis. The findings indicate that family involvement has a positive relationship with improved academic achievement, learning motivation, discipline, and students' social adaptation skills. Emotional support from families also contributes to reducing academic stress, enhancing self-confidence, and maintaining students' mental health. In addition, positive communication between families and schools creates a more conducive and supportive learning environment for students' development. However, the effectiveness of family involvement is influenced by socioeconomic factors, culture, parenting patterns, and the quality of partnerships between schools and parents. Therefore, continuous collaboration among families, schools, and communities is needed to create an inclusive educational environment that supports students' academic development and psychological well-being optimally.

Keywords: Family Involvement, Academic Achievement, Psychological Well-Being, Emotional Support, Students

Abstrak. Penelitian ini bertujuan untuk mengkaji peran keterlibatan keluarga dalam meningkatkan prestasi akademik dan kesejahteraan psikologis siswa melalui pendekatan studi kepustakaan. Penelitian ini menganalisis 7 artikel ilmiah dan beberapa sumber literatur pendukung yang membahas keterlibatan keluarga, dukungan emosional, prestasi akademik, dan kesejahteraan psikologis siswa. Data dikumpulkan melalui teknik dokumentasi dan dianalisis menggunakan analisis isi secara deskriptif. Hasil kajian menunjukkan bahwa keterlibatan keluarga memiliki hubungan positif dengan peningkatan prestasi akademik, motivasi belajar, disiplin, dan kemampuan adaptasi sosial siswa. Dukungan emosional dari keluarga juga berkontribusi dalam menurunkan stres akademik, meningkatkan rasa percaya diri, serta menjaga kesehatan mental siswa. Selain itu, komunikasi yang positif antara keluarga dan sekolah mampu menciptakan lingkungan belajar yang lebih kondusif dan suportif bagi perkembangan siswa. Namun, efektivitas keterlibatan keluarga dipengaruhi oleh faktor sosial ekonomi, budaya, pola pengasuhan, dan kualitas kemitraan antara sekolah dan orang tua. Oleh karena itu, diperlukan kolaborasi yang berkelanjutan antara keluarga, sekolah, dan masyarakat dalam menciptakan lingkungan pendidikan yang inklusif dan mendukung perkembangan akademik maupun kesejahteraan psikologis siswa secara optimal.

Kata Kunci: Keterlibatan Keluarga, Prestasi Akademik, Kesejahteraan Psikologis, Dukungan Emosional, Siswa

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INTRODUCTION

Family involvement in education encompasses various forms of support, including learning assistance, communication with schools, motivational support, academic supervision, and participation in educational activities. Such involvement reflects a collaborative relationship between home and school in supporting students' optimal development. According to Henderson & Berla (1994), family involvement is a stronger predictor of students' academic success than socioeconomic factors alone. Students who receive active support from their families tend to demonstrate higher learning motivation, better academic discipline, and more positive social skills.

From the perspective of educational psychology, families play a crucial role in shaping students' psychological well-being. Psychological well-being includes feelings of security, happiness, positive self-esteem, and the ability to cope with academic and social pressures. Emotional support from families helps students develop self-confidence and psychological resilience in facing educational challenges. Conversely, the lack of family support may increase the risk of academic stress, anxiety, and decreased learning motivation among students (Santrock, 2018).

Current social changes and technological advancements have also influenced interaction patterns between families and children. Parents' busy work demands often reduce the intensity of communication and supervision regarding children's education. This condition may lead to lower levels of family involvement in students' educational processes. In fact, numerous studies have shown that positive communication between parents and children is closely associated with improved academic achievement and students' mental health (Bronfenbrenner, 1979). Research by Castillo (2017) demonstrated that parental involvement has a positive relationship with the academic achievement of secondary school students. The study found that parents' participation in school activities and supervision of children's learning were associated with improved academic performance. These findings indicate that family involvement functions not only as moral support but also as a factor that directly influences children's educational success.

In addition to academic support, family involvement is also closely related to students' psychological well-being. Research conducted by Calzado et al., (2025) revealed that emotional support from parents has a positive relationship with students' learning motivation and academic achievement. Students who receive attention, appreciation, and emotional support from their families tend to experience lower levels of academic stress and demonstrate better adaptation within the school environment. This finding suggests that academic success

cannot be separated from students' healthy and stable psychological conditions.

During adolescence, the need for family support remains essential even though students begin to develop independence and self-identity. Xu (2002) found that the majority of adolescents still desired family involvement in their education, particularly in the form of emotional support and supportive communication. However, such involvement needs to be carried out flexibly so as not to hinder the development of adolescents' autonomy. Therefore, family involvement should be adjusted according to students' developmental stages. Family involvement is also influenced by cultural, socioeconomic, and parenting factors within the family environment. In some families, mothers tend to play a more dominant role than fathers in supporting children's education. Nevertheless, Taylor (2019) demonstrated that father involvement makes a significant contribution to students' academic success, particularly in fostering motivation, discipline, and future orientation. Therefore, family involvement should be understood as a shared responsibility among fathers, mothers, and other family members.

On the other hand, not all families possess the same capacity to support children's education. Economic factors, parents' educational background, time limitations, and a lack of understanding regarding the importance of family involvement often become obstacles in supporting students' educational processes. These conditions may result in some students receiving insufficient academic and emotional support from their family environment. Consequently, students are at risk of experiencing decreased learning motivation, academic difficulties, and other psychological problems.

Schools, as educational institutions, have the responsibility to establish positive partnerships with families. According to Lunenburg & Irby (2002), collaboration among schools, families, and communities constitutes an essential component in improving educational effectiveness. Schools that are able to create open communication with parents tend to provide a more conducive learning environment that supports students' holistic development. Therefore, family involvement programs should be designed systematically and sustainably. In the context of education in Indonesia, family involvement continues to face various challenges. Some parents still perceive education as primarily the responsibility of schools, resulting in relatively limited participation in their children's learning processes. In addition, socioeconomic disparities and unequal access to education also influence families' ability to support children's education. In fact, family involvement plays a crucial role in helping students cope with academic pressures and social challenges within the school environment. Students' psychological well-being has also become a significant issue in contemporary education. High academic demands, educational competition, and social

pressures have caused many students to experience stress, anxiety, and mental exhaustion. Under these circumstances, families serve as the primary source of support in helping students maintain mental health and emotional balance. Positive family support can help students develop adaptive coping strategies and enhance resilience in facing various educational challenges.

Research conducted by Moral et al., (2020) demonstrated that the lack of support from the educational environment may negatively affect the mental health of individuals who simultaneously bear family and academic responsibilities. These findings indicate that social support, both from families and educational institutions, is essential for maintaining individuals' psychological well-being. In the context of students, supportive family involvement can serve as a protective factor against various psychological problems that may emerge throughout the educational process.

Various previous studies have demonstrated that family involvement has a significant relationship with students' academic achievement and psychological well-being. Nevertheless, research on family involvement still requires further development, particularly in understanding the relationship between academic support, emotional support, and students' psychological conditions in a more comprehensive manner. In addition, further studies are needed to examine the influence of culture, parenting styles, and family social dynamics on student development.

Based on the analysis above, it can be understood that family involvement is an essential factor in supporting students' academic success and psychological well-being. Positive family support not only assists students in achieving optimal academic performance but also contributes to the development of mental health, self-confidence, and positive social adjustment. Therefore, research examining the role of family involvement in enhancing students' academic achievement and psychological well-being is important in order to contribute to the development of more inclusive educational policies and practices that are responsive to students' needs.

METHOD

This study employed a qualitative approach using a library research method to examine the role of family involvement in enhancing students' academic achievement and psychological well-being. The library research approach was selected because the study aimed to analyze, interpret, and synthesize findings from previous studies related to family involvement, emotional support, academic achievement, and students' psychological well-being. This

approach enabled the researcher to obtain a comprehensive understanding of the relationship between family support and students' academic as well as psychological development through the review of various relevant scientific sources.

The data sources in this study consisted of secondary data obtained from national and international journal articles, academic books, conference proceedings, and previous studies related to family involvement in education. Several major studies analyzed in this review included research conducted by Castillo (2017), Calzado et al., (2025), Moral et al., (2020), Taylor (2019), Xu (2002), Henderson & Berla (1994), as well as Lunenburg & Irby (2002). The selection of sources was based on criteria such as thematic relevance, source credibility, and their relation to the research focus on academic support, emotional support, and family–school partnerships in improving students' academic achievement and psychological well-being. Data collection was carried out through documentation procedures and a systematic literature review by identifying, collecting, reading, and recording information from various scientific articles obtained through databases such as Scopus, Web of Science, ERIC, ScienceDirect, SpringerLink, Taylor and Francis, and Google Scholar. The selected articles were empirical studies discussing family involvement, emotional support, academic achievement, and students' psychological well-being, published between 2015–2025, available in full text, and written in either Indonesian or English.

Articles that are not relevant to the educational context, do not present empirical data, consist of opinions or non-scientific reviews, are duplicates, or are not fully accessible are excluded from the selection process. The selected data is then analyzed using content analysis techniques by grouping the findings into main themes, namely family involvement, emotional support, academic achievement, and students' psychological well-being. The analysis is conducted descriptively and analytically to identify patterns of relationships between variables and to find research gaps that still require further study.

Data collection was conducted through documentation and systematic literature review procedures. The researcher identified, collected, read, and recorded important information from various scientific sources relevant to the research topic. Article selection was guided by predefined inclusion and exclusion criteria. The inclusion criteria comprised: (1) articles published in peer-reviewed national or international journals; (2) studies directly addressing the research topic and objectives; (3) articles published within the specified publication period; (4) full-text articles accessible in English or Indonesian; and (5) empirical or review studies providing relevant theoretical or practical insights. The exclusion criteria included: (1) duplicate publications; (2) articles lacking sufficient methodological information; (3)

conference abstracts, editorials, book reviews, and opinion papers; (4) studies whose focus was not aligned with the research objectives; and (5) articles with incomplete or inaccessible full texts. These criteria were applied systematically to ensure the relevance, quality, and credibility of the literature included in the review.

Subsequently, the data were analyzed using content analysis techniques by categorizing findings into several major themes, including forms of family involvement, emotional support, the relationship between family involvement and academic achievement, and the influence of family involvement on students' psychological well-being. The analysis was carried out descriptively and analytically to gain an in-depth understanding of the patterns of relationships among variables identified in previous studies. To ensure data validity, this study applied source triangulation by comparing findings from various studies conducted in different contexts and approaches. The researcher also conducted a critical evaluation of each source to identify similarities, differences, and limitations of previous studies. Through this method, the findings are expected to provide an objective and comprehensive understanding of the importance of family involvement in supporting students' academic success and psychological well-being. Furthermore, the results of this study are expected to contribute to the development of educational policies, school–family partnership programs, and psychological interventions that support optimal student development.

RESULTS

Based on the findings from the analysis of seven scientific articles and several supporting literature sources addressing family involvement, emotional support, academic achievement, and students' psychological well-being, the following results were obtained:

The study conducted by Castillo (2017) at Universidad Jesuita de Guadalajara employed a quantitative, cross-sectional, and descriptive approach to examine the relationship between parental involvement and the academic achievement of secondary school students. The study involved 707 parents from 18 public and private schools in Merida, Yucatan, using the School and Family Partnership instrument developed by Epstein and Clark, which had previously been piloted with 59 parents and adapted to the local context. The findings indicated that the level of parental involvement was relatively high, with an average score of 2.83. Parents from private schools and mothers demonstrated slightly higher levels of involvement compared to those from public schools and fathers. Parental involvement tended to decline as students progressed to higher grade levels; however, parents' participation as volunteers in school activities was associated with better academic achievement. Nevertheless, the study had several limitations,

including the restricted sample scope limited to the Merida region, the use of self-report data that may introduce bias, the exclusive focus on parents without involving other family members, and the lack of exploration regarding the long-term effects of parental involvement on students' academic achievement.

The study by Calzado et al., (2025) employed a quantitative approach with a descriptive-correlational design to analyze the relationship between parental involvement and the academic achievement of Grade 10 students at CAN-Avid National High School. Data were collected through structured survey questionnaires and students' academic records, and were analyzed using descriptive statistics and Pearson correlation analysis. The study highlighted three major aspects of parental involvement, namely academic support, emotional support and motivation, and school-related involvement. The findings revealed that academic support (mean = 4.07) and emotional support (mean = 4.13) were categorized as high, while school-related involvement was categorized as moderate (mean = 3.67). Students' academic achievement was considered satisfactory, with an average General Weighted Average (GWA) of 89.94. Correlation analysis demonstrated a moderate positive relationship between academic support ($r = 0.52$) and emotional support ($r = 0.47$) with academic achievement, whereas school-related involvement showed a weaker positive relationship ($r = 0.39$). However, the study had several limitations, including its focus solely on Grade 10 students from a single school, limiting the generalizability of the findings, the use of a correlational design that could not explain causal relationships, reliance on self-report data that may be subject to bias, and the absence of consideration for external factors such as socioeconomic status and students' mental health.

The study conducted by Moral et al., (2020) employed a qualitative methodology using semi-structured interviews with student mothers and fathers at the University of Chile to explore in depth the experiences of university students who also assumed parental roles. The data were analyzed using discourse analysis focusing on three major dimensions: university regulations related to shared responsibilities, external support networks in child-rearing, and strategies for balancing academic and family responsibilities. Based on 16 interviews conducted across several campuses, the study found that student parents experienced long and exhausting academic schedules, requiring them to rely heavily on self-demands and support networks in order to cope. This condition negatively affected their mental health and personal development due to the difficulty of balancing academic and parenting roles. In addition, gender differences were identified, with mothers tending to prioritize childcare and postpone career development, whereas fathers were more motivated to complete their studies more quickly in order to meet family needs. The study also revealed a lack of empathy and support

from the university environment, including heavy academic workloads and strict deadlines, highlighting the need for more supportive institutional policies and campus environments for students who are also parents.

The study by Basabe, Colon, & Galigao (2025) employed a mixed-methods design integrating quantitative and qualitative approaches to analyze the relationship between parental involvement and children's educational outcomes. Quantitative data were used to identify trends and patterns of parental participation, while qualitative data explored the experiences and perceptions of parents, students, and educators in greater depth. The findings demonstrated a significant positive relationship between parental involvement and student success, where active parental participation was associated with higher academic achievement, better school attendance, and increased student motivation and engagement in learning. The study also emphasized the importance of parental involvement for students from disadvantaged backgrounds, as it could support educational equity. However, the effectiveness of parental involvement strategies was influenced by schools' ability to provide meaningful participation opportunities and address barriers to involvement, including cultural and linguistic diversity. Furthermore, the success of parental support and training programs depended greatly on parents' willingness to participate, indicating that the findings may not be universally applicable across all educational systems and cultural contexts.

The study conducted by Taylor (2019), entitled *Understanding Father Involvement Regarding the Academic Success of African American Males in Urban High Schools*, employed a phenomenological approach through interviews, focus groups, and document analysis to explore the role of father involvement in the academic success of African American male students in urban high schools. The study emphasized the importance of maintaining trust and ethical considerations throughout the research process. The findings revealed that father involvement played a significant role in supporting children's academic success, with three major themes identified: encouragement to achieve higher levels of success, the importance of the father-child relationship, and the significance of education for children's future. However, the study had several limitations, including the use of a phenomenological design focused exclusively on African American fathers and the involvement of a small sample consisting of only 10 fathers, making the findings difficult to generalize broadly.

Lunenburg & Irby (2002) discussed eight models of parental and community involvement in education and explained various strategies that could be employed to initiate school restructuring plans related to increasing parental involvement. The paper emphasized the importance of collaboration among schools, families, and communities in supporting

educational success and demonstrated that parental involvement could become a crucial component in school reform and development efforts. However, based on the available context, the authors did not specifically describe the limitations of the study or the discussion presented in the paper.

The study conducted by Xu (2002) employed descriptive statistics and one-way analysis of variance to evaluate early adolescents' perceptions regarding the importance of various forms of family involvement in education, both at school and at home. Data were collected through student surveys from five middle schools in an urban district, as well as focus group interviews that were recorded, transcribed, and analyzed using thematic coding. The findings indicated that the majority of adolescents desired family involvement in their education, although the need for autonomy influenced their preferences for particular forms of involvement. The study also highlighted that the assumption that secondary school students do not desire family involvement had not been extensively examined previously. Nevertheless, the study had several limitations, including its focus on early adolescents from diverse cultural backgrounds, which limited the generalizability of the findings, the use of self-report data that may have introduced social bias, the lack of discussion regarding specific barriers faced by families in educational involvement, and the failure to consider variations in preferences based on individual student conditions such as academic achievement or personal circumstances.

Henderson & Berla (1994) conducted a review of 66 studies, reports, analyses, and books addressing family involvement in education, categorizing the research into two main domains: educational programs and interventions from early childhood to secondary school, and family processes related to parental behavior and parent-child interactions. The findings indicated that the level of family involvement is the most accurate predictor of student achievement, where active parental involvement, particularly that of mothers, in early childhood education programs and children's learning has a stronger and more sustained positive impact. Parents who were trained as tutors were also found to improve children's academic achievement in reading and mathematics, particularly up to Grade 3. In addition, schools that are open to parental and community involvement tend to have higher student achievement compared to more closed school environments. This review confirmed that no studies reported negative effects of parental involvement on student achievement. However, the authors also noted contradictory findings and methodological weaknesses in several studies, highlighting that the complexity of family involvement is not yet fully understood.

DISCUSSION

Parental involvement in education is a crucial factor contributing to students' academic success. Various studies have shown that family support, whether in the form of emotional support, academic assistance, or active participation in school activities, is positively associated with students' learning development. In the context of contemporary education, family involvement is no longer considered an additional activity but an integral component of the educational process that supports academic achievement, social development, and students' psychological well-being. The study by Castillo (2017) revealed that the level of parental involvement among secondary school students was relatively high, with an average score of 2.83. This finding indicates that most parents are aware of the importance of being involved in their children's education. Such involvement includes communication with schools, monitoring learning activities, and participation in educational programs. According to Epstein's theory of school–family partnership, parental involvement is a key element in creating an effective learning environment due to the continuity between learning at home and at school.

Findings from Castillo (2017) also indicate that parents in private schools demonstrate higher levels of involvement compared to those in public schools. This condition may be influenced by socioeconomic factors, parental educational attainment, as well as school cultures that are more supportive of family participation. Private schools generally maintain more intensive communication systems with families, thereby facilitating greater parental engagement in students' educational activities. This aligns with Henderson & Berla (1994), who assert that schools that are more open to parental involvement tend to demonstrate higher student academic achievement compared to schools with lower levels of family engagement. In addition, Castillo (2017) reveals that mothers exhibit slightly higher levels of involvement than fathers. This finding suggests that caregiving and academic support roles are still predominantly undertaken by mothers. In many cultural contexts, mothers are regarded as the primary figures responsible for monitoring children's education, including assisting with homework and tracking academic development. However, Taylor (2019) demonstrates that fathers' involvement also plays a crucial role in children's academic success, particularly in fostering motivation, discipline, and future-oriented aspirations.

Taylor (2019) further emphasizes that the father–child relationship is a significant factor in supporting the academic achievement of African American male students in urban secondary schools. Fathers are not only providers of economic support but also sources of emotional encouragement and role models in educational development. These findings suggest that family

involvement should be understood more broadly and not be centered solely on maternal roles. Active father involvement is associated with higher levels of student confidence and academic motivation.

A decline in parental involvement as students' progress to higher educational levels, as identified in Castillo (2017), is also an important phenomenon to consider. During adolescence, students begin to develop a stronger need for autonomy and independence, leading to shifts in the form of parental engagement. Parents are less directly involved in learning activities and instead take on roles as providers of emotional support and general supervision. Xu (2002) supports this finding by showing that adolescents still desire family involvement in their education, although they prefer forms of involvement that respect their privacy and independence.

Xu (2002) also indicates that the assumption that secondary school students do not require family involvement is not entirely accurate. The majority of adolescents still seek support and attention from their families in their educational processes. However, such involvement should be flexible and not overly controlling. From a developmental psychology perspective, adolescence is a stage of identity formation; thus, supportive family engagement helps students develop a sense of security and the capacity for independent decision-making. Calzado et al., (2025) demonstrate that both parental academic support and emotional support are positively associated with students' academic achievement. Academic support includes assistance with learning activities, supervision of school assignments, and learning motivation, whereas emotional support encompasses attention, recognition, and psychological encouragement provided to students. These findings indicate that academic success is influenced not only by intellectual ability but also by the quality of emotional relationships between parents and children

The high level of emotional support identified in Calzado et al., (2025) suggests that students require a sense of acceptance and appreciation within the family environment. Emotional support helps reduce academic stress and enhances learning motivation. From the perspective of educational psychology, the family functions as a primary support system that fosters students' self-confidence and psychological resilience in facing academic demands. Therefore, parental emotional involvement is a crucial factor in enhancing both psychological well-being and academic performance. However, Calzado et al., (2025) also indicate that school-related parental involvement has a weaker relationship with academic achievement compared to academic and emotional support. This may be influenced by various factors, including parents' limited time, occupational demands, and insufficiently effective

communication between schools and families. These conditions suggest that schools need to develop more inclusive and flexible strategies to enable parental involvement without imposing social or administrative barriers.

The study by Basabe, Colon, & Galigao (2025) reinforces these findings by showing that parental involvement is associated with improved student attendance, learning motivation, and academic success. Parental engagement is particularly important for students from disadvantaged backgrounds, as it helps reduce educational disparities caused by socioeconomic factors. Family support can enhance students' resilience, enabling them to cope more adaptively with academic pressure and environmental challenges. In addition to family-related factors, Moral et al., (2020) highlight that support within the educational environment also plays a significant role in the academic success of individuals with family responsibilities. Student-parents experience psychological stress due to difficulties in balancing academic demands and childcare responsibilities. Heavy academic workloads, long schedules, and a lack of empathy within the university environment contribute to stress and psychological exhaustion. These findings indicate that both family involvement and institutional support must be balanced and mutually reinforcing.

Moral et al., (2020) also identify gender role differences in managing academic and caregiving responsibilities. Mothers tend to prioritize childcare and delay career development, whereas fathers are more motivated to complete their education to fulfill the family's economic needs. These findings suggest that family involvement dynamics are shaped by cultural factors and social constructions regarding gender roles within the family system. Lunenburg & Irby (2002) emphasize that parental and community involvement constitutes an essential component of school restructuring. The eight models of parental involvement they outline indicate that partnerships among schools, families, and communities can enhance educational effectiveness. Schools that are able to establish positive communication with families tend to foster a healthier academic culture, increase student participation, and strengthen social support for the learning process.

The review by Henderson & Berla (1994) further strengthens the argument that family involvement is a highly significant predictor of student academic achievement. No evidence was found indicating that parental involvement has a negative impact on children's academic development. On the contrary, family involvement is consistently associated with improvements in reading and mathematics achievement, learning motivation, and long-term educational success. However, the review also emphasizes that the effectiveness of family involvement is influenced by school culture, educational policies, and families' socioeconomic

conditions. Overall, various studies demonstrate that parental involvement is significantly related to students' academic success. Academic support, emotional support, positive communication, and active participation in school activities have been shown to enhance students' learning motivation, psychological well-being, and academic performance. Therefore, schools and governments need to develop policies that support sustainable school–family partnerships through effective communication programs, parental training, and inclusive educational environments that are responsive to family needs.

CONCLUSION

Family involvement plays a highly important role in improving students' academic achievement and psychological well-being. Various forms of family support, such as learning assistance, positive communication, emotional support, academic monitoring, and participation in educational activities, have been shown to enhance students' motivation, discipline, self-confidence, and adaptive capacity in facing academic and social demands. Findings from various studies indicate that students who receive active family involvement tend to demonstrate higher academic performance, lower levels of academic stress, and better psychological stability. In addition, the involvement of fathers, mothers, and the broader family environment collectively contributes to character development, resilience, and future orientation. However, the effectiveness of family involvement is influenced by socioeconomic factors, cultural values, parenting patterns, and the quality of communication between schools and families. Therefore, continuous collaboration among families, schools, and communities is essential to create a supportive, Despite providing a comprehensive synthesis of the literature, this study has several limitations.

First, the findings are based solely on secondary data derived from published studies, which may limit the ability to capture contextual variations across educational settings. Second, differences in research designs, measurement instruments, and cultural backgrounds among the reviewed studies may affect the comparability and generalizability of the findings. Third, the review was restricted to articles that met the predetermined inclusion criteria and were accessible through selected academic databases, potentially excluding relevant studies published in other sources. Therefore, future research is recommended to employ empirical approaches, such as longitudinal, experimental, or mixed-methods designs, to examine the causal mechanisms linking school well-being and educational outcomes. Further studies should also explore the influence of cultural, socioeconomic, and technological factors on students' well-being across diverse educational contexts.

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