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A Focus on the Psychological Well-Being of Muslim Religious Students from Low-Income Families in Malaysia

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Abstract

Purpose: The psychological well-being of students plays an important role that needs to be examined as it revolves around aspects of internal psychology in a less tangible manner. While a student's external behavior may provide several insights into well-being, it does not reflect the internal psychological state of a student. This study will be carried out to give a detailed picture of the psychological well-being of primary school students. Methodology: An in-depth interview method was used to collect data. The individuals involved in this study consisted of 10 primary school Muslim Religious students in the residential area of Pahang, Malaysia. Findings: The analysis of these interviews revealed several key themes, including strength in oneself, social involvement, and family support system. The findings of this study can be used as required certificates to help practitioners understand the diverse perspectives on psychological well-being. These themes can be used to enhance family functionality to achieve and maintain psychological well-being and academic achievement in confronting life's challenges. Implications for Research and Practice: Firstly, it is important to develop customized strategies that teachers, school counselors and professionals can use based on the findings of this study. These strategies should aim to improve the welfare of elementary school students from low-income backgrounds. Additionally, involving families in the process can be incredibly beneficial in creating a nurturing and supportive home environment for students. Lastly it is crucial to provide social skills training that incorporates activities promoting peer relationships, teamwork, and effective communication.

Keywords: *Psychological well-being, Low-Income Families, Primary School Muslim Religious Students, Malaysia*

INTRODUCTION

A student's psychological well-being is an important factor to consider when assessing academic health and satisfaction. Unfortunately, most recent studies reveal that many students suffer from depression or severe psychological stress. These situations can trigger various reactions and emotions, including extreme feelings such as joy or deep hatred. Mental health problems such as depression, anxiety, and suicidal ideation/behavior are of particular concern as students may struggle with identity issues or lack of acceptance in the community. Indirectly, they will have a significant impact on the academic performance of students.

According to Campbell et al. (2022) revealed that students are more likely to experience high mental health due to the additional stress they face. According to a report by the Ministry of Gender Equality and Family of the Republic of Korea, the subjective level of psychological well-being seen clearly by students aged 19-24 years is much lower than that of teenagers. The report further found that 74.5% of approximately 2600 higher education students experienced symptoms of anxiety, and 43.2% of the same number experienced symptoms of depression (Korean Council for University Education, 2018). This symptom occurs due to the most essential factor, which is the feeling experienced by students. This feeling can be present positively or negatively when triggered by something or an action (Longo, 2015; Russell & Barrett, 1999). A student is optimistic when he has strong social support, has good relationships with others, is involved in beneficial activities, and has a purpose. This positive effect will display feelings of happiness, confidence, and calmness.

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Conversely, anger, fear, and sadness are examples of negative effects. Positive and negative affect are considered opposites and have different dimensions (Larsen, Hershfield, Stastny, & Hester, 2017; Laurent et al., 1999). Positive effects are associated with higher motivation, a more efficient time management approach, and less distractions than thinking about negative experiences (Rüppel, Liersch, & Walter, 2015; Weber, Wagner, & Ruch, 2016). Although positive feelings improve cognitive performance, negative feelings usually have the opposite effect (Kaplan, Bradley, Luchman, & Haynes, 2009). Sometimes, emotional disturbances and disorders are also closely related to psychological well-being. This combination predicts depression and anxiety (Clark & Watson, 1991), and during adolescence, negative affect appears to be specifically associated with externalizing disorders such as antisocial behavior and drug abuse (Briant et al., 2018). Usually, the cause of the negative effect occurs due to the level of stress due to financial problems for poor university students or those with a low socioeconomic background; cultural differences that can lead to feelings of isolation; lack of self-confidence that can be attributed to the fear of failure; and finally, pressure from peers or family members who may not understand the student's goals.

This problem results in students who do not want to get adequate mental health services. It is important that schools take steps to ensure that all students have access to quality mental health care services and resources when needed (Moissac et al., 2022). Furthermore, schools need to support students by creating a safe space where they can feel accepted and supported by their peers. This initiative will help reduce the prevalence of poor mental health among the student population while promoting overall well-being and academic success among this demographic group. Positive psychological interventions such as cognitive-behavioral therapy (CBT) have also been shown to be effective in helping students better manage stress so they can focus on achieving positive results in their academic pursuits (Kim et al., 2022). In addition, these interventions also promote personal growth by teaching coping skills that can help college students become more emotionally resilient during times of distress or adversity (Hui, 2022).

Ultimately, Student Psychological Well-Being Theory seeks to provide an environment in which college and university students can thrive academically and psychologically while contributing positively toward the success of their educational institutions (Ramadianto et al., 2022). School counseling centers and programs are crucial in supporting students seeking psychological help (Karbasi & Eslami, 2022). Schools that are very sensitive to the psychological well-being of these students know that the surrounding conditions, whether attitudes towards school or objects, can trigger emotional tension (Bohner & Dickel, 2011). Personal care workshops and resilience training sessions can be held if the student's well-being is deteriorating. The decline is seen as the world deals with the COVID-19 pandemic, causing school closures and distance learning (Eltahir et al., 2022). The continuation of this event has a positive and negative impact on students.

Psychological well-being is usually conceptualized as some combination of positive emotional states such as happiness and functioning with optimal effectiveness in individual and social life (Deci and Ryan, 2008). In addition, psychological well-being also refers to the extent to which individuals feel that they have meaningful control over their lives and activities. Nevertheless, the problem of psychological well-being or psychological stress is becoming more common among students nowadays (Illango, 2018). High rates of mental stress have been reported among undergraduate students in higher education institutions (Mackenzie et al., 2011). The rate of psychological stress is higher among students than the general population (Illango, 2018). Some of the causal factors associated with psychological stress among students are uncertainty about their marketability and future success, academic stress, away from their main source of support (Ibrahim et al., 2013; Sarokhani et al., 2013). An estimated seven out of 10 US adults claim to experience at least moderate levels of stress or anxiety daily. Although stress is an inevitable part of life, it dramatically affects the psychology and emotions of individuals (Blanco et al., 2008) and is becoming more prevalent among university students (Gallagher, 2008; Mackenzie et al., 2011).

Students in Higher Education around the world face a variety of factors that may affect their psychological well-being. In the United States, stress negatively affects students' psychological well-being at two public universities (Crudup, 2013). Furthermore, American first-year students who are female, Latino/Hispanic, and older than the traditional age and those with high academic achievement are more likely to report increased well-being (Bowman, 2010). In the United Kingdom, university students experience various challenges, such as

academic and financial stress (Cooke, Bewick, Barkham, Bradley, & Audin, 2006). A literature review of first-year students (n > 2000) revealed that psychological well-being declined in the present (Cooke et al., 2006).

The effects and consequences of poor students' well-being and psychological health are riskier and are associated with an increased risk of academic failure and low performance (Eisenberg, Golberstein, and Hunt 2009; Bruffaerts et al. 2018), absenteeism (Blanco et al. 2008), dropout (Hartley 2010), self-harm (Eisenberg, Hunt, and Speer 2013) and suicidal ideation (Mortier et al. 2018; Tang, Byrne, and Qin 2018). Most alarming is the global increase in student suicides, particularly in the UK and the US, where consistent increases in the number of students who kill themselves are reported each year (Office for National Statistics UK 2016; CollegeDegreeSearch.net. 2015). To ensure that the health and well-being of these students are not prolonged, schools need to assess the psychological well-being of students periodically. This assessment has the potential to identify students who may be struggling with emotional trauma. By implementing these strategies, schools can help reduce the prevalence of anxiety and other mental illnesses among the student population while increasing overall academic satisfaction levels.

LITERATURE REVIEW

Psychological Well-Being Theory

The theory of psychological well-being of students focuses on mental well-being and protection from psychological stress of students (Alshehri, 2021). It is a multifaceted concept, including social support, identification, and close relationships (Guo, 2022). This theory suggests that having a strong social profile can help protect students from feeling overwhelmed by academic or personal pressure (Rachmadhani & Palupi, 2020). Social support networks are critical in helping build resilience and reduce stress (Kojima, 2020). Overall, The Theory of Student Psychological Well-Being provides an essential insight into how academic life can affect students' mental health, providing evidence as to why universities must provide adequate support for their student body when needed. A study conducted by Carol Ryff in 1999 confirmed that positive relationships with significant others, having a meaningful life, and developing positive psychological strengths all contribute to an individual's life satisfaction. Comparing the level of subjective well-being between engineering students and students from other disciplines, the study found that a higher level of psychological well-being is associated with increased life satisfaction. Positive psychology is a powerful tool for improving students' mental health, enabling them to take control of their lives and achieve greater overall satisfaction.

METHODOLOGY

Research Design

This is a descriptive qualitative study with participants selected from primary school students in Pahang, Malaysia. All invited students (n=10) agreed to participate in the study. Semi-structured interviews were also conducted with ten students. Interviews were conducted on the school premises by the researcher. Purposive sampling was used to select students according to the inclusion criteria.

Subject

Participants in the current study were recruited using a purposive sampling method. Teachers helped researchers to screen students and recruit participants. The inclusion criteria of the study participants are as follows: aged 11 and 12 years (grades 4 and 5), the student's family is in the B40 group, permanent residents in Pahang, all respondents are Muslim religious, and the selected students are hopeful and active. Students who refused to continue with the interview were excluded from the study. The school's teachers chose a total of 10 students.

The researcher created a pseudonym for the participants after they completed the interview to ensure confidentiality. Participant codes represent age and gender. For example, the code R1-M-11 means that the first participant interviewed was male and 11 years old.

Data Collection

In-depth, face-to-face interviews were used for data collection. Each participant was interviewed individually in a private room suitable for the participant and the researcher. Before the interview, the participants were given information sheets and explanations related to the study. Written consent is sought from participants if their mental capacity allows them to do so or from guardians if participants are unable to give their consent. The interview guide used in the study includes the following questions: "1. Are you happy with your life as a child; 2. Why are you unhappy with your life? 3. What bothers you, and why; 4. Why is this an aspect that bothers you? How do you overcome it? What else do you want to share with me besides what we discussed today?". Each interview lasted 45-60 minutes, depending on the participant's status, and continued until sufficient data was obtained.

This research was conducted after the students signed an informed consent form. The researcher also interviewed teachers and wrote field notes for data triangulation to aid data analysis and interpretation. Interviews continued until no additional data was obtained from participants (saturation). The researcher recorded the interviews with an audio recorder and transcribed them on Microsoft Word.

Data Analysis

This study follows the steps proposed by Braun and Clarke (2006) for thematic analysis. The first step is familiarization with the data; that is, the researcher has read and re-read the data so that the researcher can deepen their situation. In the familiarization phase, the researcher will analyze the data associated with the topic. Second, the researcher generates the initial code, a simple step. Labels (codes) are created to highlight essential features of the data that can be useful in answering research questions. In the third stage, the writer looks for new themes (interesting and noteworthy patterns in the data), selecting quotes that fit the central theme (inductive analysis). The literature guide and interviews served as the basis for creating themes (deductive analysis). The fourth step is generating initial pieces, which includes reviewing codes and aggregated data to reveal broader patterns of meaning (potential themes). In this step, the researcher compiles data related to each likely theme and evaluates the potential of each candidate theme. Reviewing themes requires comparing candidate themes with the data set to ensure they create a convincing story about the data and answer the research questions. This step is where themes are often refined, which may include splitting, merging, or discarding them. The fifth step is defining and naming themes, which requires a thorough examination of each, determining the scope and focus of each, and choosing the "story" of each. In addition, it involves the selection of an explanatory title for each theme. The sixth step is writing, which entails combining the analytic narrative and data extracts and contextualizing the analysis within the existing body of knowledge. This was carried out using Atlas. Ti.

Assertiveness

In terms of qualitative research, rigor is a way of building trust or confidence in the collection, processing, and interpretation of data. In this study, several steps were taken to ensure the accuracy of the research. Before collecting data, the researcher developed a research protocol and interview guidelines were created and followed. The researcher also asked the interviewees to confirm their responses (participant check), data analysis was checked by a qualitative researcher, maintenance of an audit trail, and data triangulation by the assistant director of psychology at the National Population and Family Development Board and officials at the Malaysian Ministry of Education in the field study and among members of the research team to ensure that the data is relevant.

RESULTS

Factors Expected to Cause the Psychological Well-Being of Students.

Various factors predict the occurrence of psychological well-being among students based on interviews. The identified themes are inner strength, social involvement, and family support system.

Internal Strength of Students

This theme includes text passages highlighting the respondent's understanding / knowledge and its relevance to their personality.

High resistance

This category revolves around text passages that show the individual characteristics of students, explaining how a person's resilience can develop internal and external resources to handle life.

R5-M-12: "... weak in reading and writing. In the school in Terengganu, the teacher could not focus because there were too many students. I can now read in the new school because there are fewer students, and the teacher can pay more attention to me. Even though I'm a bit slow in my studies, I still want to study hard to read fluently..."

R3-F-11: "... My friends always make fun of me, my father's job, my mother's name, and my appearance, but I just let my friends make fun of me. I still go to school as usual and just face it..."

R4-F-11: "... I like to be independent and find my own money for school expenses as much as possible, I don't want to trouble my family. It's sad when parents fight, and I will try to advise them not to fight..."

Willing to sacrifice for the family

This category revolves around text passages that show individual students' willingness to sacrifice for the family.

R3-F-11: "... my family is not as easy as others. I want to help my family in the future by studying hard, currently, I like to help my father tap rubber in the morning during school holidays..."

R6-F-12: "... I am very worried about my family, especially about my mother. I want to be a child who makes the family proud. When I become a teacher, I want to give RM 2000 to my mother, RM 1000 for kitchen goods, RM 1000 to my siblings, RM 100 to charity, RM 1000 to myself, RM 900 to save the rest for emergencies, RM 500 to go on Hajj, RM 500 to save..."

R7-M-12: "... my mother sells cake every morning. She always packs pack nasi lemak in the morning before we go to school..."

A permanent stand

This category revolves around text passages that show the nature of a fixed attitude in individual students to continue learning and pursue ambitions to help their families in the future.

R6-F-12: "... never wanted to have other ambitions and want to be a teacher because it's fun to watch being a teacher..."

R3-F-11: "... no matter what, I want to study hard to make my parents proud..."

R7-M-12: "... want to study hard and make my parents proud, I can't bear to see them struggle..."

Emotional Acceptance

This category involves text passages that demonstrate the nature of individual students' emotional acceptance that explains how the respondent controls emotions by making a cognitive re-evaluation to change the emotional state from within.

R3-F-11: "... mother and father always share sadness about insufficient business income, especially during Movement Control Order (MCO) and flood season..."

R6-F-12: "... when I see my mother nervous, I am very worried. I always hear my mother talking about something sad to my brother. I feel worried and always look at my mother's condition. There was a time when there was no side dish at home. I looked at the side dishes in the pan and asked my mother if she had eaten yet. She answered, "leave some gravy for mom, it's okay..."

Social Engagement

This theme refers to the respondent's personal reflection on aspects of the social environment, peer relationships, and the support and concern of teachers.

Peer relationships

This category revolves around text passages that show the individual characteristics of students and how their well-being is with their peers.

R7-M-12: "... I like living in the dormitory and being able to play with my friends. I have lived in the dormitory since I was 8, so the environment with my friends is fun..."

R6-F-12: "... like to hang out with a lot of people because when you hang out you get a lot of knowledge that sometimes we don't know..."

R1-M-11: "... being able to play at school and at home with friends, it's fun to have good friends..."

Social environment

This category revolves around text passages that show students' individual characteristics and their well-being when they are at school and dormitory.

R2-M-12: "... I was accused of hiding other people's shoes and had to go to the school's counseling unit for the accusations. Everyone knows it wasn't me who did it, there were other students who did it, I felt sad about the accusation and just kept quiet..."

R8-M-12: "... my brother is always bullied at school. Story brother always gets punched. I miss my mom while living in the hostel. Because I come back every two weeks. If given the choice to sit near home..."

R1-M-11: "... who doesn't enjoy sitting in this hostel when there is a case of theft, always losing pants, clothes, money. That makes me feel uncomfortable..."

Support and Teacher Concern

This category revolves around text passages that show the individual nature of students receiving the support and concern of teachers during school.

R5-M-12: "... weak in reading and writing. Embarrassed by friends for not being able to read fluently. At the school in Terengganu, the teacher could not focus on him alone because there were too many students. In the new school I can read because there are less students and the teacher can give more attention. I really enjoy studying here because the teachers' pay attention and support..."

R1-M-11: "... enthusiasm to learn when there is an exam and love challenges, and the teachers here really help me in my studies..."

Family Support System

This theme refers to the functionality of the family on individual students in motivating, supporting, and strengthening family relationships.

Family Relationships

This category revolves around text passages that show individual student feelings when dealing with family members.

R1-M-11: "... I feel fun and like to fish in the river with my father and always spend my free time with him..."

R5-M-12: "... when I moved here and was away from my father, I always missed my father who worked in Terengganu. I will always have a video call with my father if I miss him..."

R6-F-12: "... Atok likes to take you to the river to fish. Grandma's house near the next village. I always go there because there they like to gather and chat with their families..."

R8-M-12: "... mum told me to go to the same school as my brother so that I can take care of my brother who is always bullied. After finishing primary school, I will go to my brother's school and study there and I will look after my brother..."

Sufficiency of basic needs

This category revolves around text passages that show the feelings of individual students when basic needs are enough at home.

R4-F-11: "... father works as a tour guide and has four chalets for tourists in Sg Sat, so the needs of the house are complete despite being affected by the MCO period..."

R1-M-11: "... playing games on the mobile phone bought by my mother, home furnishings - vehicles, motorbikes, bicycles, TVs are all there, so there is no problem with basic needs..."

R3-F-11: "... since the MCO, my father and mother have bought mobile phones, so I like to play mobile phones at home. It's fun because you can play on your mobile phone and it's easy to do schoolwork during the MCO period..."

R6-F-12: "... when I was little, it was difficult to go out to the city without cars and motorbikes. Now it's easy to go anywhere because I have a car. Now go on vacation a lot. It's fun..."

Give Motivation

This category revolves around text passages that show individual student feelings when families provide motivation in learning and life.

R3-F-11: "... father and brother always give motivation. Meeting with father rather than mother because father can give what he wants..."

R1-M-11: "... representative of the school in badminton with my brother, it's fun because my brother teaches me a lot to play badminton..."

R5-M-12: "... father was happy when he found out that I was good at reading. Dad always gives me motivational words over the phone..."

R7-M-12: "... I'm really close with my brother. I study at home with my father. Mom will always give me orders so that I can't look at the mobile phone and TV for a long time and advise me to study hard..."

DISCUSSION

Based on the results, it is proven that three main themes and ten sub-themes are strength in self (high resilience, willing to sacrifice for the family, steadfastness, and emotional acceptance), social engagement (peer relationships, social environment and teacher support and concern) and family support system (family relationships, sufficiency of basic needs and motivation) from family members play an important role in academic success and the overall well-being of students. A significant strength in conducting this study is the students' inner strength. For example, the quotes given directly illustrate how their personal and emotional experiences influence family and academic motivation. In addition, the students also expressed how their fathers and brothers have motivated and supported them in various ways. By including these student quotes, this study captures a more authentic and nuanced understanding of the impact of family support on academic success. Additionally, including multiple students of varying backgrounds and ages adds to the richness and diversity of the data collected.

Furthermore, when parents meet their basic needs at home, such as food, shelter, and access to technology, they can focus more on their studies and engage in their educational activities with ease. This is supported by the statements from the students mentioned above, who express gratitude for having a comfortable home environment and access to essential resources. Furthermore, the presence of family members who provide motivation and support in academics becomes an additional driver to their success. These students cited the positive influence of their father and older brother, who not only taught them valuable skills but also provided

words of encouragement and motivation. This consistent support from family members fosters self-confidence and determination in students, enabling them to persevere through challenges and strive for excellence. In addition, close relationships between siblings and parental guidance play an important role in shaping students' academic achievement.

Indirectly, this highlights the influence of family dynamics on educational outcomes, showing that strong family ties and a supportive home environment positively impact students' motivation, engagement, and ultimately, their academic performance (Omidvar et al., 2022). This finding aligns with previous studies that emphasize the importance of the home environment and family involvement in a student's academic success (Nyatuka, 2019). When parents are actively involved in their child's education, such as setting expectations, providing guidance, and offering encouragement, students are more likely to excel academically. Studies have shown that parental involvement is one of the strongest predictors of student academic achievement. In addition, studies have shown that parental involvement directly impacts student academic achievement (Wulandary & Herlisa, 2018). This involvement can take many forms, such as attending parent-teacher conferences, volunteering at school, helping with homework, or engaging in meaningful conversations about the child's education. Through this action, parents have shown their children that they prioritize and care about their academic success. Parents can significantly contribute to their children's academic success by creating an environment that supports and encourages learning. This is further supported by studies that show that parents' expectations of academic achievement are a key factor in student success (Panopio et al., 2022). Students who have parents who place high expectations for their academic achievement tend to perform better in school.

Family emotional support is also important for students' academic outcomes. When parents provide emotional support to their children, it promotes their psychological well-being and increases their engagement in learning. It provides support and guidance and instills a sense of confidence, motivation, and resilience in students. In line with the theory of psychological well-being that plays a vital role in understanding the impact of parental involvement on academic achievement (Yavich & Davidovitch, 2021). According to (Kojima, 2020), family emotional support promotes psychological well-being, leading to greater student engagement and academic success. Parents providing emotional support to their children creates a positive and nurturing environment that improves their overall well-being. This support can result in increased motivation, confidence, and resilience, which are fundamental to academic achievement. When students feel emotionally supported by their parents, they are more likely to have a positive attitude toward learning and feel motivated to succeed academically.

Additionally, when children have a strong sense of emotional well-being, they are more likely to engage in schoolwork and persist in their learning. Furthermore, psychological well-being theory highlights the importance of self-perception and belief in one's abilities (Yu et al., 2023). When children see themselves as competent and capable, their psychological well-being is enhanced, and they are more likely to engage in academically challenging endeavors and persevere in the face of failure (Bwalya & Rutegwa, 2023). In summary, psychological well-being theory emphasizes the positive effect of parental involvement on academic achievement. By providing emotional support, fostering a positive attitude towards education, setting high expectations, and being actively involved in their children's education, parents can significantly contribute to their children's psychological well-being, positively affecting their academic achievement (Grace, 2021). Therefore, parents need to prioritize their involvement in their children's education. When parents are actively involved in their children's education, it profoundly affects their psychological well-being. By providing support, encouragement, and setting high expectations, parents can help their children develop a positive attitude toward education and increase their belief in their abilities and potential to succeed (Adetayo et al., 2011). In addition to family emotional support, studies also show that parental involvement plays an important role in children's academic success. The more parents are involved in a child's education, the more likely the child will succeed academically.

Additionally, research suggests that parental involvement is most effective when it includes setting expectations for academic achievement. Overall, the study suggests that family interaction and parental involvement have a significant impact on children's psychological well-being, which in turn positively impacts their academic achievement and overall success in school. In conclusion, this research strongly supports the notion that family

interaction and parental involvement are important for children's psychological well-being, which has profound positive effects. There is extensive research to support the idea that family interaction and parental involvement play an important role in students' psychological well-being.

These studies suggest that when parents provide support, encouragement, and have high expectations for their children's academic success, it has a profound positive effect on their children's academic achievement. This includes parents who are actively involved in their children's education, such as attending parent-teacher conferences, volunteering at school events and helping with homework (Hyppolite, 2017). Furthermore, studies show that parental involvement goes beyond academic support alone. It includes emotional support as well, which promotes better student engagement and psychological well-being. This means that when parents are emotionally supportive and involved in their children's education, it positively affects their academic outcomes and overall well-being. Greater parental involvement in children's education has been linked to higher academic achievement, positive attitudes toward learning, increased self-esteem, better peer relationships, and enrollment in postsecondary education (Chatterjee & Burns, 2021).

The novelty of this research lies in its emphasis on the importance of parental involvement in both the academic and psychological well-being of children. By highlighting the importance of family interaction and parental support, this research challenges the traditional notion that academic success depends solely on individual effort or school-based factors. Rather, it emphasizes parents' critical role in shaping their children's academic achievement and overall well-being. Additionally, this research sheds light on the nuances of parental involvement, emphasizing that it is more than just helping with homework. It includes creating a supportive and nurturing environment at home, setting high expectations for academic success, and actively engaging with their child's school and education. These findings also highlight the need for a holistic approach to child education and development. This means that schools, educators and policy makers should recognize the importance of fostering strong partnerships with parents and providing resources and support to increase their involvement in their children's education. Recognizing the significant impact of parental involvement on academic achievement and well-being, this research provides valuable insights for educators, parents and policy makers. It emphasizes the need for a collaborative approach involving parents' active involvement in their child's educational journey.

CONCLUSIONS

In conclusion, this research consistently shows that inner strength, social involvement and family support systems in children's education are important factors in promoting academic achievement and psychological well-being. Parents who are actively involved in their child's academic journey by setting high expectations, providing emotional support and engaging with their child's school positively impact their child's academic success and overall well-being. These findings highlight the importance of creating a supportive and nurturing family environment, where children feel valued and encouraged to strive for academic success. By working together parents, educators and policy makers can ensure children receive the support and encouragement they need to succeed academically and thrive emotionally. By fostering a strong partnership between parents and schools and providing resources and support, can ensure that parents are equipped to play an active role in their child's education. By doing so, it can maximize potential academic achievement and create a positive and fulfilling educational experience for all students.

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