

## Exploring the Effect of Parental Support and School Environment on Student Academic Achievement: A Survey Study

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### Abstract

*Student academic achievement is a critical issue for educators and policymakers worldwide. Parents and schools play important roles in promoting student academic achievement. This study aims to investigate the impact of parental support and school environment on student academic achievement. To do so, we employed a quantitative approach using a survey research design. Data related to parental support and school were obtained by distributing two survey questionnaires to a total of 167 elementary school students, purposively drawn from diverse groups of Catholic elementary schools in Merauke District, South Papua Province, Indonesia. Meanwhile, data related to academic achievement were obtained by getting students' academic transcripts. Obtained data were subjected to an inferential statistics analysis technique using the software SPSS version 21. The results of data analysis showed that parental support and school environment have a direct impact on student academic achievement, both partially and simultaneously. These findings underscore the importance of parental support and the need to create a supportive and positive school environment to improve students' academic achievement.*

**Keywords:** Parental Support, School Environment, Academic Achievement

## INTRODUCTION

Indonesia's people can now heave a sigh of relief as they can travel to different places without facing significant limitations. Though the COVID-19 pandemic is over, its effects are still being experienced up to now. Among various sectors, education has been one of the most affected by the presence of COVID-19. A study conducted by the World Bank found that the Indonesian government's policy of closing all schools and changing the learning pattern from face-to-face to online to prevent the spread of COVID-19 among teachers and students has resulted in learning loss and a decrease in literacy competency by 25-35 points in the reading score of the Programme for International Student Assessment (PISA) test [Dini, 2022]. The results of this World Bank study indicate that school closures not only impact the isolation of students from physical interaction with their teachers and peers but also the academic achievement of students themselves.

Student academic achievement is a critical issue for educators and policymakers worldwide and has even been an interesting phenomenon that invites scientific inquiry and academic discussion. Academics and researchers have tried their best to unravel the factors that support and hinder the learning success of students (Astawan et al., 2023; MeeniDev, 2016; Werang et al., 2022; Werang et al., 2023a). Academic achievement refers to the extent to which a student benefits from each learning experience, usually reflected in the level of mastery of knowledge and skills developed in each subject taught in school (Lukman, 2021).

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Student academic achievement is influenced by various factors. Several studies (e.g., Azhar et al., 2014; Diseth et al., 2010; Fernex et al., 2015; Saele et al., 2017; Wintre et al., 2011) have attempted to identify the factors that affect a student's academic achievement. Among the many factors that can be explored in the literature, this study focuses only on the following two factors. The first is parental support. With the increasing demand for parental involvement, parental support for their children's education extends beyond the school environment and into the home. Many parents today face busy and unpredictable schedules while trying to balance the demands of their children's education. The role of parents is even considered a determinant of their children's success in learning as parents are the first social environment encountered by children (Sulastri & Masriqon, 2021; Syaiban, 2022; Umar, 2015).

A comprehensive body of research spanning multiple studies conducted by scholars (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) unequivocally highlights the pivotal role of parental support in bolstering students' academic performance. These studies collectively emphasize the significance of parental involvement as a crucial determinant in enhancing educational outcomes. Indeed, parental support manifests in various forms, ranging from engaging in homework assistance to fostering a conducive learning environment at home. These studies indicate that students whose parents are actively involved in their education tend to exhibit higher levels of motivation, self-esteem, and overall academic achievement. Moreover, the influence of parental involvement extends beyond the academic realm, shaping students' attitudes toward learning and fostering their socio-emotional development. Thus, these studies serve as a clarion call for concerted efforts to cultivate and sustain robust connections between parents and schools, thereby laying the foundation for lifelong academic and personal growth.

The second factor is the school environment. Following the family unit, schools hold the position of the second most influential educational setting. Their primary role is to provide structured education across various levels, thereby wielding a pivotal influence in nurturing and enhancing students' cognitive, behavioral, and intellectual capacities (Usaini et al., 2015). Given this profound significance, schools must function as optimal environments where students can enthusiastically pursue their academic interests under the guidance of skilled educators.

Recent studies (Akpan, 2020; Lone, 2021; Malik & Rizvi, 2018; Mukmina et al., 2021; Okoi et al., 2022; Saputri, 2019; Usaini & Bakar, 2015) have shed light on the profound impact of the school environment on both the personal development and academic achievement of students. This body of work highlights the pivotal role that schools play beyond mere academic instruction. In the dynamic environment of a school, where students engage in continuous interactions with teachers and peers, various aspects of their development are significantly influenced. These influences extend far beyond the mere acquisition of knowledge to encompass attitudes, interests, emotions, character, and motivation to learn.

In light of the above assertion, it becomes evident that the school environment is not merely a backdrop to education but a fundamental determinant of students' overall success in their educational journey, it becomes evident that the school environment is not merely a backdrop to education but a fundamental determinant of students' overall success in their educational journey. The school environment serves as a crucible where young minds are shaped and developed (Akpan, 2020). Positive interactions with teachers and peers can foster a sense of belonging and intrinsic motivation, while a supportive atmosphere encourages students to explore their interests and express themselves freely. Conversely, negative experiences or an unsupportive environment may hinder students' development and dampen their enthusiasm for learning.

This study focuses on describing the impact of parental support and school environment on student academic achievement. As aforementioned, numerous previous studies have partially investigated the impact of parental support and the school environment on student academic achievement. While each of these two variables has been studied independently in previous research, this study goes beyond previous studies by offering a novel perspective by exploring the simultaneous impact of parental support and school environment on students'

academic achievement. By combining parental support, school environment, and students' academic achievement into a single research model, this study aims to construct a more comprehensive understanding of the factors that contribute to student's academic success. This integrative approach can lead to a richer analysis of the complex relationships between these variables and provide practical implications for parents, schools, and education policymakers.

This study used the fifth-graders of Catholic elementary schools in Merauke District, South Papua Province, Indonesia, as the population and samples. To guide this study, we probed the following research questions: (a) Does parental support have a significant positive impact on student academic achievement? (b) Does the school environment have a significant positive impact on student academic achievement? and (c) Do the parental support and school environment have a simultaneous positive impact on student academic achievement? To answer these research questions, we employed a quantitative research approach using a survey research design.

## **RELATED LITERATURE**

### **Academic Achievement**

Academic achievement stands as a crucial cornerstone in a student's comprehensive success. This achievement is assessed through diverse metrics, encompassing the average grade point index, yearly standardized tests, and assessments like college entrance exams (Sari & Suryani, 2020). These measurements collectively function as indicators of a student's proficiency across various subjects. A culmination of these assessments paints a picture of the student's educational advancement and aptitude.

Academic excellence serves as a gateway beyond the boundaries of a classroom, significantly impacting a student's trajectory toward higher education and subsequent career prospects. The impact of a stellar academic record extends further by amplifying a student's chances of gaining admission to esteemed institutions. Studies consistently underscore the correlation between strong academic performance and an array of future opportunities (Ferrão & Almeida, 2019; Zimdars, 2010). Exceptional academic performance increases the likelihood of acceptance into reputable colleges or universities renowned for their academic excellence. Access to such institutions not only enriches the quality of education received but also expands the network of opportunities, exposing students to a broader spectrum of resources, experiences, and career pathways.

Students who consistently excel academically tend to unlock greater prospects for success (OECD, 2012). Many educational institutions and organizations offer financial aid and scholarships to students who demonstrate exceptional academic prowess. These opportunities not only alleviate the financial burden of pursuing higher education but also validate and reward a student's dedication and hard work. This success is not solely limited to academic domains but extends to fostering a spectrum of life skills critical for personal growth and career development (Paul, 2022). The process of excelling academically often involves honing skills such as time management, critical thinking, problem-solving, and effective communication - skills that lay a solid foundation for a prosperous future.

### **Parental Support**

Parental support refers to the assistance provided by parents, who are fully responsible for their children's life and education. Parents are considered the primary educators because they have a significant influence on their children's learning and development both inside and outside of school (Khasanah & Fauziah, 2020; Werang et al., 2017; Werang et al., 2019; Zulparis et al., 2021). Parents serve as primary influencers, guiding and shaping a child's educational path. Through activities like reading to their children, engaging in educational games, and facilitating discussions, parents contribute significantly to enhancing their child's cognitive abilities and overall academic performance. Moreover, parental involvement fosters a sense of encouragement and motivation, instilling a positive attitude towards learning in children.

Parents play a pivotal role in cultivating critical skills essential for effective learning, including language proficiency and various competencies crucial for academic success. As the need for parental engagement grows, support from parents in their children's learning transcends the confines of the school and seeps into their households (Werang et al., 2017. 2019). Parental support encompasses several fundamental aspects, including

fostering a healthy and secure learning environment, providing suitable learning experiences, and cultivating a positive attitude towards schooling (Đurišić & Bunijevac, 2017). Modern parents grapple with hectic and uncertain timetables as they strive to juggle their kids' educational needs alongside their commitments. Parental support in children's education starts at home and plays a big role in how kids learn and grow (Werang & Leba, 2022).

Parental support manifests through various activities that span a broad spectrum of engagement in a child's educational development (Santo et al., 2018). Firstly, parental involvement in a child's well-being encompasses providing essential support for their physical health, which involves ensuring access to nourishing and wholesome meals. This involvement in nutrition forms a fundamental aspect of parental care and contributes significantly to a child's overall health and development. Secondly, ensuring children have access to essential learning materials is a fundamental aspect of fostering their educational development. This effort extends beyond the classroom, encompassing both home and school environments. By providing necessary resources like books, educational tools, and technology at home and within educational institutions, a conducive atmosphere for continuous learning and growth is established. Such an environment not only supports academic progress but also nurtures curiosity, exploration, and a passion for learning in children. Thirdly, active parental involvement involves aiding children in organizing and planning their learning activities, supporting them during the learning process, and actively monitoring their educational efforts both at home and within the school environment. This holistic approach to parental support reflects a commitment to overseeing a child's educational progress comprehensively, emphasizing the importance of parental engagement beyond merely assisting with homework but rather fostering a culture of continual learning and growth at home.

In a broader context, parental support encompasses a wide range of activities designed to cultivate an enriching learning environment and promote the holistic development of a child. It goes beyond merely fulfilling fundamental needs; it entails actively participating in a child's educational journey to cultivate a nurturing atmosphere conducive to their overall growth. When parents actively engage in supporting their child's education, they play a crucial role in laying the foundation for lifelong learning and success, thereby paving the way for a brighter future.

### **School Environment**

The school environment plays a crucial role in fostering academic success. The concept of the school environment encompasses a broad spectrum of elements that directly or indirectly impact the educational delivery within a particular educational institution. Beyond merely the physical space where students attend classes and the equipment within it, the school environment encapsulates the entire milieu conducive to fostering the teaching-learning process.

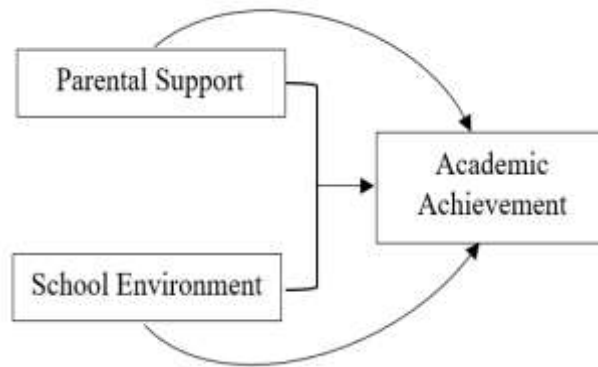
The significance of adequate school facilities and the establishment of a conducive learning environment cannot be overstated in facilitating effective learning processes. A pleasant school environment stands as an integral component of a student's educational journey. Usaini et al. (2015) accentuated the importance of a conducive school environment characterized by quality facilities and a positive atmosphere. Such an environment plays a pivotal role in fostering a sense of comfort and concentration among students, thereby enhancing their focus on academic pursuits. It not only prompts active engagement in their educational pursuits but also nurtures enthusiasm and motivation as they strive toward their learning objectives. A nurturing and conducive setting within schools substantially contributes to cultivating a welcoming space for children. Research by Verma (2019) highlighted that in such an environment, the learning process becomes more accessible and eagerly anticipated by students.

In essence, a pleasant school environment not only serves as a backdrop for education but also significantly influences students' attitudes toward learning. By encouraging an atmosphere conducive to learning, schools play a vital role in shaping students' educational experiences, instilling motivation, and supporting the development of essential skills crucial for academic success and personal growth. Verma (2019) further asserted that a pleasant learning environment enhances students' focus, promotes meaningful learning experiences, fosters higher levels of academic achievement, and encourages the practice of advanced critical thinking skills.

Moreover, Usaini et al. (2015) emphasized that a pleasant school atmosphere stimulates the creation of valuable learning experiences, recognizing that children spend a considerable amount of their time within school premises.

### Hypothetical Model of the Study

Based on the existing literature examining the impact of parental support and the school environment on the student's academic achievement, the hypothetical model of the study is presented in Figure 1.



**Figure 1.** The Hypothetical Model of the Study

In the context of our study, we envisioned a hypothetical model that illuminates the intertwined factors affecting student academic achievement. At the heart of this model are two pivotal pillars: parental support and the school environment. We postulated that these elements wield a significant positive impact on a student's journey toward academic success. Parental support, on the one hand, encompasses the bedrock of a student's educational voyage. This encompasses not only tangible actions such as aiding with homework but also the emotional scaffold parents provide. Through discussions about school, active engagement in their child's progress, and the creation of a nurturing home ambiance for learning, parents can profoundly impact their child's scholastic performance. The school environment, on the other hand, acting as the crucible of education, plays an equally vital role. Within these walls, the quality of teaching, the availability of resources, extracurricular opportunities, and the very culture of the institution contribute to a student's attitude toward learning. A conducive environment fosters motivation, nurtures curiosity, and implants a sense of purpose among students.

In this intricate interplay, parental support and the school environment are not solitary agents, but collaborators. A child buoyed by robust parental backing might engage more fervently within the school's embrace. Conversely, a school offering an enriching environment could inspire parents to amplify their involvement. By painting this hypothetical model, our study strives to unravel the tapestry of influences that shape student academic achievement, pointing towards a comprehensive approach that amalgamates the forces of home and school.

## METHOD

### Research Design

This study, in its very nature, was a quantitative research approach using a survey design to describe the impact of parental support and the school environment on students' academic achievement. The quantitative research approach pertains to a set of strategies, approaches, and underlying assumptions employed to examine psychological, social, and economic phenomena by investigating numerical patterns (Coghlan & Brydon-Miller, 2014). Quantitative research involves collecting and analyzing numerical data to find patterns, make predictions, test cause-and-effect relationships, and draw conclusions about a larger group (Bhandari, 2022). It's common to see quantitative research as a way to study a smaller group and then use the findings to understand a bigger group.

Surveys are a great tool in quantitative research and are often used by researchers to collect numerical data (Williams, 2007). We chose survey research designs for various reasons, but the main one is that they provide an easy way for people to share their thoughts and knowledge about a specific topic (Mills, 2021). Additionally, several recent studies (Sondakh et al., 2023; Werang et al., 2023b.c.; Werang et al., 2021; Wula et al., 2021; Wullur & Werang, 2020) indicated that surveys offer benefits, such as cost-effectiveness, rapid data acquisition, efficient collection of substantial data within a short period, and yielding highly precise statistical outcomes.

## **Participants**

The research took place within the Catholic elementary schools situated in the Merauke District of Southern Papua Province, Indonesia. A total of 167 students were chosen specifically from the fifth-grade level in the Catholic elementary schools of Merauke District to form the study sample. The purposive sampling technique was adopted due to time constraints and the difficulty of reaching every individual within the study population because of the vacation period during the data collection time.

We chose the Merauke District as our research setting due to its representation of a diverse array of elementary schools within the Southern Papua Province. Specifically, we opted to focus on fifth graders for our study, recognizing this grade as a pivotal transition phase in students' educational journeys, offering valuable insights into the influences impacting their academic performance. As students advance in their educational paths, the expectations placed upon them tend to intensify. Both educators and parents anticipate higher levels of achievement, while students encounter more rigorous coursework and assessments. This heightened pressure can significantly impact their motivation to learn and their overall academic success. Consequently, our emphasis on this grade level aims to elucidate the various factors that may either bolster students' performance or present obstacles as they progress to subsequent grades and academic levels.

## **Research Materials and Tools**

This study was carried out using quantitative survey research to uncover how student academic achievement was predicted by parental support and the school environment. Data related to academic achievement was obtained by compiling the learning outcomes of the surveyed students. Data pertaining to students' academic achievements was meticulously acquired by collating their academic transcripts through direct engagement with the class instructors, commonly referred to as 'Guru Kelas'. This process involved a detailed examination of the student's academic records, allowing for a comprehensive analysis of their learning outcomes.

Data related to the variable of parental support were gathered by developing a questionnaire of 14 items that were distributed over three measurement indicators, namely: material support (4 items), moral support (7 items), and spiritual support (3 items). All participants were asked to rate their responses on a four-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). To help participants understand the questionnaire items better, all items were given in the Indonesian language. The sample of items in the English version is as follows: "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." All items of the questionnaire were categorized as valid and reliable as the coefficient value of Cronbach's Alpha is .713.

Data related to the variable of school environment were gathered by developing a questionnaire of 9 items that were distributed over three measurement indicators, namely: school atmosphere (3 items), school transparency (3 items), and the availability of learning facilities (3 items). All participants were asked to rate their responses on a four-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). To help participants understand the questionnaire items better, all items were given in the Indonesian language. The sample of items in the English version is as follows: "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". All items of the questionnaire were categorized as valid and reliable as the coefficient value of Cronbach's Alpha is .732.

### Data Collection and Analysis

As aforementioned, the study used the fifth graders of Catholic elementary schools in Merauke District, Southern Papua Province, Indonesia, as its population and samples. Using a four-point Likert scale, two surveys were distributed to 219 elementary school students who were established as samples. Data related to student academic achievement was gathered by collecting the academic records of the surveyed students.

Obtained data were quantitatively treated using inferential statistics. The essence of quantitative data analysis lies in its ability to uncover meaningful patterns or correlations within datasets. By subjecting the data to inferential statistics, researchers gain insights into the likelihood of observed relationships being real or attributable to chance. Simple linear regression was employed to address specific research questions focusing on the relationship between two variables. This technique aids in understanding how changes in one variable might correspond to changes in another, offering a clearer picture of their linear association. Meanwhile, multiple linear regression analysis was utilized to explore more complex research questions involving multiple variables. This approach allowed for a more comprehensive investigation into the interplay among several factors, enabling a deeper understanding of the intricate relationships within the dataset. Through the application of these statistical techniques, we can extract meaningful conclusions and draw reliable inferences, contributing to the overall credibility and robustness of the research outcomes.

To ensure the precision and reliability of our data analysis, we relied on the Statistical Package for the Social Sciences (SPSS) version 21 software. Employing this robust software provided a systematic framework for conducting statistical analyses, enabling efficient manipulation, interpretation, and presentation of the data, thus enhancing the accuracy and credibility of our research findings. The utilization of SPSS software underscored our commitment to employing industry-standard tools for meticulous data analysis, fostering greater confidence in the outcomes and conclusions drawn from our research efforts.

### RESULTS

This study intended to describe the impact of parental support and school environment on students' academic achievement. We were aware that testing the data normality is one of the prerequisites in data analysis using a simple linear regression model. However, due to the vast number of samples in the study, we disregard the prerequisite test (Ajija, 2011). As aforementioned, obtained data were analyzed statistically using the software SPSS version 21. The significant results of the statistical analysis based on the formulated research questions and proposed hypotheses are presented sequentially in Table 1, Table 2, and Table 3.

**Table 1. The impact of parental support (X<sup>1</sup>) on student academic achievement (Y)**

N	R	R <sup>2</sup>	t-count	t-table	Sig.
167	.781	.611	16.088	1.974446	.001

a Predictors: (Constant), Parental\_Support

b Dependent Variable: Academic\_Achievement

Data displayed in Table 1 revealed that at the level of alpha ( $\alpha$ ) = .05 the value of  $t_{\text{count}} = 16.088 > t_{\text{table}} = 1.974446$ . Based on this data, the research hypothesis that parental support has a significant direct impact on student academic achievement is confirmed, while the reverse is unconfirmed. Further, data in Table 1 also revealed that the coefficient value of  $R^2$  is .611 with the coefficient value of Sig. is .001. The data showed that approximately 61.1% of the variability in students' academic achievement can be explained by the level of parental support they receive. This highlights the crucial role of parents in shaping and supporting their children's educational experiences, ultimately contributing to improved academic outcomes. It also emphasizes the importance of fostering a supportive home environment that encourages and nurtures students' academic pursuits.

**Table 2. The impact of the school environment (X<sup>2</sup>) on student academic achievement (Y)**

N	R	R <sup>2</sup>	0.05		Sig.
			t-count	t-table	
167	.188	.035	2.453	1.974446	.015

a Predictors: (Constant), School\_Environment

b Dependent Variable: Academic\_Achievement

Data displayed in Table 2 revealed that at the level of alpha ( $\alpha$ ) = .05 the value of  $t_{\text{count}} = 2.453 > t_{\text{table}} = 1.974446$ . Based on this data, the research hypothesis that school environment has a significant direct impact on student academic achievement is confirmed, while the reverse is unconfirmed. Further, data in Table 2 also revealed that the coefficient value of R<sup>2</sup> is .035 with the coefficient value of Sig. is .015. The data showed that approximately 3.5 % of the variability in students' academic achievement can be explained by the school environment they experience. Despite the school environment explains a smaller percentage of the variance in students' academic achievement, it doesn't diminish the importance of creating a positive and supportive school environment. A positive school environment is crucial for student well-being, engagement, and overall satisfaction with the learning process, all of which are vital for academic success.

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

N	R	R <sup>2</sup>	0.05		Sig.
			F-count	F-table	
167	.787	.620	133.858	3.898436	.001

a Predictors: (Constant), Parental\_Support, School\_Environment

b Dependent Variable: Academic\_Achievement

The results presented in Table 3 indicate that at a significance level of alpha ( $\alpha$ ) = 0.05, the computed F-value ( $F_{\text{count}}$ ) is 133.858, which is greater than the critical F-value ( $F_{\text{table}}$ ) of 3.898436. This finding suggests that the research hypothesis that parental support and school environment have a simultaneous positive impact on student academic achievement is supported, while the opposite hypothesis is not confirmed. Furthermore, the data in Table 3 also demonstrates that the coefficient value of R-squared (R<sup>2</sup>) is 0.620, with a corresponding significance coefficient (Sig.) value of 0.001. These results indicate that approximately 58.5% of the variability observed in students' academic achievement can be collectively accounted for by the combined influences of parental support and the school environment they experience.

## DISCUSSION

The social capital theory (Coleman, 1988) and self-determination theory (Deci & Ryan, 1985) provide a theoretical framework for understanding the relationship between parental support and student academic achievement. The social capital theory suggests that parental support and involvement in education can provide students with access to social resources that can improve their academic performance, including motivation to learn. The self-determination theory suggests that student motivation is influenced by their sense of autonomy, competence, and relatedness and that parental support can contribute to these factors.

Parental support and involvement are important factors in promoting student motivation and academic achievement. This is because parents are an important source of support and encouragement for their children (Werang et al., 2017.2019.2022). The data analysis results indicate that parental support has a positive impact on student academic achievement. Specifically, the R<sup>2</sup> coefficient value for the impact of parental support on student academic achievement was .585. This coefficient value is significant at the level of alpha ( $\alpha$ ) .05, as evidenced by the coefficient value of Sig. was 000. It means that investing in improving parental support and involvement could have a positive impact on student academic achievement. This finding is in line with Ateş's (2021), Fatimaningrum's (2021), Fernández-Alonso et al.'s (2017), Jalan et al.'s (2022), Lara and Saracostti's (2019), Yahya et al.'s (2022), and Singh and Mahajan's (2021) research findings that parental support and involvement are positively related to student academic achievement.

The result suggests that when parents are involved in their child's education and provide support, this can contribute to a sense of autonomy, competence, and relatedness, which are key components of self-



determination theory. When students feel that they have control over their learning, are capable of achieving their goals, and have positive relationships with others who support their learning, they may be more motivated to engage in academic tasks and pursue academic success. Parents who show an interest in their child's education and provide support can help to create a positive attitude towards learning and foster a love of learning in students. When parents are actively involved in their child's education, it sends a message that education is important and valued, which can help motivate students to engage in academic tasks and take their studies seriously.

Moreover, parental support can help to mitigate some of the challenges that students may face in school. One way in which parental support can promote student learning motivation is by fostering a love of learning. When parents are supportive and involved, it sends a message to their children that education is important and valued, which can motivate students to engage in academic tasks and take their studies seriously. For example, students from low-income families may face financial barriers to academic success, such as a lack of access to resources like textbooks or tutoring. Parental support can help to provide these resources, as well as emotional and practical support, to help students overcome these challenges and achieve academic success. This, in turn, can lead to increased motivation and engagement in academic tasks, which can contribute to improved academic performance. Generally speaking, parental support is a key factor in promoting student learning motivation and academic achievement. By providing support, encouragement, and resources, parents can help to create a positive and supportive learning environment that promotes academic success. This underscores the importance of parental support and involvement in education and the role that parents can play in supporting students' academic journey

Students are influenced by multiple levels of their environment, including their immediate physical and social settings (such as the classroom and school), as well as broader societal factors (such as cultural values and policies). The school environment is a critical context for student development, as it provides students with opportunities to interact with peers and teachers, engage in academic tasks, and navigate the demands of their academic environment. Teachers, from this viewpoint, play a critical role in creating a positive and supportive school environment, as their attitudes, behaviors, and interactions with students can have a profound impact on students' academic outcomes and overall well-being.

According to the self-determination theory (Deci & Ryan, 1985), academic achievement is influenced by their sense of autonomy, competence, and relatedness. In the context of the school environment, students' sense of autonomy can be promoted through opportunities to make choices, have input in classroom decisions, and set goals. Students' sense of competence can be promoted through challenging and meaningful academic tasks, opportunities for skill-building, and clear and constructive feedback.

The school environment can facilitate the development of students' sense of autonomy, competence, and relatedness by providing students with opportunities to make choices about their learning, engage in challenging academic tasks, and interact positively with their peers and teachers. Students who feel that they have control over their learning and have positive relationships with their peers and teachers are more likely to be motivated and engaged in their academic work. Such feelings, in turn, can contribute to the creation of a positive school culture that supports academic achievement.

The results of the study also indicate that the school environment has a positive impact on student's academic achievement. The data analysis results indicate that the school environment has a positive impact on student academic achievement. Specifically, the  $R^2$  coefficient value for the impact of school environment on student academic achievement was .050. This value is significant at the level of alpha ( $\alpha$ ) .05, as evidenced by the coefficient value of Sig. were 000 and .001 respectively. It means that investing in improving the school environment could have a positive impact on student academic achievement. The better the school environment is, the more positive impact it has on student academic achievement. Conversely, the worse the school environment is, the more negative impact it has on student academic achievement. This finding is in line with Aziz and Rahman's (2022), Ayodele's (2023), Edgerton and McKechnie's (2023), Jain's (2013), Lawrence and Vimala's (2012), Mukmina et al.'s (2021), Onodugo et al.' (2020), and Rafiq et al.'s (2022) research findings that school environments are closely related to student academic achievement.

A positive school environment that is conducive to learning can provide students with a sense of security, belonging, and purpose, which can foster their motivation to learn. Conversely, a negative school environment that lacks structure, support, and resources can have detrimental effects on student motivation and achievement. Furthermore, when students are given opportunities to make choices, have input in classroom decisions, and set goals, they may feel more in control of their learning, which can increase their motivation to learn. Similarly, when students are presented with challenging and meaningful academic tasks, and receive clear and constructive feedback, they may develop a sense of competence, which can further enhance their academic achievement.

Generally speaking, the school environment plays a crucial role in shaping student learning motivation and academic achievement. The result suggests that a positive school environment can promote students' sense of autonomy, competence, and relatedness, which can increase learning motivation and academic achievement. Schools can promote a positive school environment by providing opportunities for student choice and control, challenging academic tasks, and positive relationships among students and teachers. Positive relationships with teachers, peers, and other school staff can foster a sense of belonging and connection, which can promote motivation to learn. Teachers who provide a supportive and engaging learning environment, who are responsive to their student's needs, and who show genuine interest in their students' lives, can help to create a positive classroom culture that promotes motivation and high academic achievement.

## **CONCLUSION**

To conclude, parental support and the school environment have a positive significant impact on student academic achievement, both partially and simultaneously. The results provide practical implications for parents and schools, highlighting the importance of creating a supportive and engaging learning environment that fosters academic achievement. In this regard, parents and schools should collaborate to create a positive learning atmosphere that nurtures student motivation and ultimately leads to improved academic achievement. The present study adds to the existing body of knowledge by shedding light on the complex impact of parental support and school environment on student academic achievement.

While the findings provide valuable insights, they should be interpreted within the context of the following limitations. Given that this study was conducted within a highly specific geographic area of the Merauke District and focused solely on a particular age group, its scope might not adequately encompass the wide array of cultural, socioeconomic, and educational contexts found in various other regions. To build upon the insights gained from this study, future study efforts should consider addressing these limitations to enhance the depth and breadth of understanding in this field. Conducting studies across diverse regions, cultures, and educational levels can provide a more comprehensive understanding of the relationship between parental support, school environment, and academic achievement. Moreover, longitudinal studies could provide a more nuanced understanding of how the dynamics between parental support, school environment, and academic achievement evolve. This is particularly crucial in diverse educational contexts and across various age groups.

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