






## The Impact of Low Parental Support on Students' Learning Achievement and Emotional Condition

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### ARTICLE INFORMATION

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### ABSTRACT

This study aims to analyze the impact of low parental support on student achievement and emotional well-being at the secondary education level. Employing a qualitative approach with descriptive survey methods, data were collected through open-ended online questionnaires distributed to students in several urban areas in Indonesia. The data were further strengthened through triangulation involving interviews and consultations with guidance and counseling teachers. The findings reveal that low parental involvement, both in academic guidance and emotional support, significantly affects students' learning motivation and overall academic performance. Students tend to show decreased interest in learning, limited comprehension of subject matter, and difficulty maintaining consistent academic progress. In addition, the absence of emotional support contributes to psychological challenges such as feelings of neglect, stress, and persistent anxiety. Negative parental reactions toward academic failure further intensify students' emotional distress, reducing their confidence and resilience. These results highlight the crucial role of parents in fostering both academic success and emotional stability in students. Therefore, this study recommends strengthening collaboration between schools and families through parenting education programs, effective teacher-parent communication, and family-based interventions to create a more supportive, responsive, and sustainable educational environment for students.

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### 1. INTRODUCTION

The role of parents in their children's education is a fundamental element that is inseparable from their academic achievement and emotional balance. Support provided from an early age forms a crucial cognitive, affective, and social foundation for a child's future development. Parents act as the first educators, introducing life values, shaping character, and providing guidance in facing academic and psychosocial challenges. ([Baiti & Munadi, 2014](#)) Parental involvement extends beyond simply meeting material needs; it also encompasses attention, positive communication, and consistent emotional support. This active participation has been shown to create a conducive learning environment, significantly improving children's motivation and academic achievement. ([Khasanah & Abduh, 2023](#)) However, in practice, not all children receive adequate support from their parents. Factors such as economic pressure,

workload, domestic disharmony, and low parental awareness of the importance of children's education often pose major obstacles. This situation leaves children in a fragmented learning environment, lacking clear direction and moral support from the family environment. ([Putrie, 2019](#)) Low parental involvement is often correlated with a decline in interest in learning, poor academic discipline, and limited ability for children to independently address academic challenges. This results in a progressive decline in academic achievement, which in the long term can hinder children from reaching their intellectual potential. ([Maulida, 2023](#)) A child's emotional well-being is also significantly affected by the level of parental involvement. Children who do not receive emotional validation, attention, or psychological support are likely to experience various emotional disorders, such as feelings of isolation, excessive anxiety, and even symptoms of depression. This can lead to impaired concentration in school and a tendency to withdraw from social activities at school. ([Purnama, 2016](#)) In many cases, this emotional instability triggers deviant behavior, such as aggression or, conversely, apathy. Therefore, low emotional support from parents can be said to have a dual effect on students' academic performance and mental health, which are complexly interrelated. ([Sinaga, 2018](#))

In a holistic education system, collaboration between schools and families is essential. The absence of support from the home results in an unequal educational process, with schools having to shoulder the burden of student development without the contextual support of the family environment. ([Wiradarma et al., 2021](#)) When children do not receive moral and emotional support from home, the learning challenges they face become increasingly difficult and difficult to overcome. ([Tumbol & Kho, 2022](#)) Therefore, synergy between schools and parents must be built within a strategic and sustainable framework, in order to create a comprehensive support system for student development. ([Sucipto, 2014](#)) Various empirical studies have confirmed the importance of parents' role in supporting student achievement. Epstein and Henderson & Mapp have shown that parental involvement in the educational process is positively correlated with students' academic achievement, learning regularity, and emotional stability. ([Dhitaningrum, 2013](#)) Conversely, minimal parental involvement is associated with an increased risk of school absenteeism, low motivation to learn, and the emergence of behavioral problems. These studies reinforce the assumption that parents' role is not merely supportive but also a key variable in a child's educational ecosystem that cannot be ignored. ([Handayani & Masyithoh, 2023](#))

The current social context adds complexity to building ideal parental involvement. Modern lifestyles characterized by high mobility, minimal communication patterns, and changing value structures within modern families have created an emotional distance between parents and children. ([Latifah, 2019](#)) Time constraints and workloads cause parent-child relationships to be more functional than affective. When these relationships lack emotional attention and warmth, children will struggle to express their feelings and the challenges they face. ([Diniaty, 2017](#))

In the long term, this situation can create a generation that is technically competent but emotionally and socially unstable. Low parental support for children not only impacts individuals but also reflects structural problems within the national education system. When large numbers of students face learning challenges and emotional stress due to minimal support at home, the overall quality of education declines. ([Fadhilah & Mukhlis, 2021](#)) Therefore, schools, as educational agents, must establish effective two-way communication mechanisms with parents. Initiatives such as parenting training, school-parent partnership forums, and family counseling services are preventive strategies that need to be institutionalized to increase family involvement in their children's education. ([Fatmawati & Jani, 2024](#))

Based on the above explanation, this study aims to systematically analyze the influence of low parental support on students' academic achievement and emotional well-being. The main focus is to identify the extent to which minimal parental involvement affects students' cognitive and affective development, as well as to examine the causal relationship between these variables. ([Mata et al., 2018](#)) The findings of this study reveal that low parental support significantly contributes to decreased learning motivation, limited academic performance, and reduced emotional stability among students. ([Aman et al., 2019](#)) Many students who receive minimal attention from their parents tend to experience difficulties in understanding learning materials, lack confidence in academic tasks, and show a decline in overall achievement. In addition, the absence of emotional support from parents is associated with increased levels of stress, anxiety,

and feelings of neglect. These emotional challenges further hinder students' ability to engage effectively in the learning process. The study also finds that negative parental responses toward academic failure tend to worsen students' psychological conditions, making them more vulnerable to prolonged emotional distress. Therefore, this research is expected to provide both empirical and theoretical contributions to the development of family-based education policies, as well as serve as a practical reference for schools and policymakers in designing data-driven and contextual intervention strategies. ([Melinia et al., 2019](#))

## **2. RESEARCH METHODS**

This study used a qualitative approach with a descriptive survey method, which aims to deeply understand students' perceptions, interpretations, and experiences related to low parental support in the context of learning and emotional well-being. The choice of this approach is based on the subjective and contextual nature of the problem, where individual experiences are the main source in revealing social reality. In this case, a qualitative approach allows researchers to explore psychosocial dimensions that cannot be measured quantitatively, including the meanings formed by students regarding the absence of parental support in their educational process. The focus on personal experiences also provides space for students to articulate their emotional states reflectively. The survey method in this context was used qualitatively with an instrument in the form of an open-ended questionnaire distributed online through the Google Form platform. The choice of Google Form aims to facilitate the efficient distribution of questionnaires to various schools and allows students to provide flexible answers, without time pressure or formal situations. The questionnaire was designed narratively with four main questions: (1) How do you feel when parents are not involved in your learning process? (2) Does the absence of parents in supporting your academic activities affect your enthusiasm and learning achievement? (3) Have you ever experienced stress, anxiety, or loss of motivation because you felt you were not getting enough attention from your parents regarding school matters? and (4) What are your hopes for your parents' role in supporting your learning process and emotional well-being in the future? These questions are open-ended so that students are free to express their personal views and experiences. ([Isik, 2025](#))

The population of this study was eighth and ninth grade junior high school (SMP) students from urban areas in three provinces in Indonesia: North Sumatra (Medan) , Riau (Pekanbaru) , and West Sumatra (Padang) . Students were selected purposively based on inclusion criteria: willingness to actively participate, early adolescence (12–15 years old) , and readiness to write narrative stories. Thirty students from three different schools participated. Purposive sampling was used to ensure that participants had relevant backgrounds and could provide rich descriptive information to uncover the dynamics of parental support for academic and emotional aspects. Data analysis was conducted using a thematic analysis approach, which involved several systematic stages. The first stage was the transcription of data from the questionnaire into an analysis document. Next, open coding was performed, which involved initial labeling of narrative fragments based on the occurrence of keywords and specific meanings. After that, grouping into thematic categories was carried out based on similarities in context, meaning, and student experiences. The emerging themes represented common patterns, such as “feeling unappreciated,” “decreased motivation to learn,” “emotional loneliness,” and “expectation for support.” The final stage involved interpreting the data, drawing on educational psychology theory and mental well-being approaches to connect the data to broader conceptual understanding.

Data validity was confirmed through source triangulation techniques, which included clarifying several student narratives through semi-structured online interviews and consulting with guidance and counseling teachers at each school. The goal was to strengthen understanding of the context and ensure that data interpretation truly reflected the actual conditions experienced by students. Furthermore, triangulation helped identify consistencies and discrepancies between data sources, resulting in more accurate, reliable, and interpretatively unbiased findings. This technique is crucial in qualitative research, which relies heavily on the strength of narratives and contextual understanding. Throughout the study, the researchers were fully committed to the principles of

academic ethics and maintained the confidentiality of participants' identities. ([Braun & Clarke, 2021](#))

Before completing the questionnaire, each student was given a written explanation of the research's aims and objectives and asked to complete an online informed consent form. The participating schools provided written consent, and the study was conducted in accordance with applicable educational research ethics guidelines in Indonesia, including ensuring that there was no pressure or coercion on participants. Data collection was voluntary, and each participant had the freedom to withdraw at any time without consequence. This approach is expected to provide an in-depth and reflective overview of the impact of low parental support on two crucial aspects of students' lives: academic achievement and emotional well-being. The results will not only enrich the scientific literature in educational psychology but also provide strategic input for schools, parents, and policymakers in formulating educational models that are more responsive to students' psychosocial needs. These findings are also expected to encourage the strengthening of family-based education programs that position parents as key partners in supporting children's success and well-being. ([Patton et al., 2015](#))

### 3. RESULTS AND DISCUSSION

The results of this study revealed that low parental support significantly impacts two fundamental aspects of students' lives: academic achievement and emotional well-being. Based on qualitative data analysis obtained through open-ended questionnaires, brief interviews, and source triangulation with guidance and counseling teachers, it was found that the majority of students experienced minimal parental involvement, both in emotional and academic aspects. ([Sidabutar et al., 2023](#)) This is reflected in student narratives, which describe feelings of alienation, low motivation to learn, and psychological stress during educational activities. Most students reported that their parents showed little interest or involvement in their learning. ([Sumiyati et al., 2017](#)) Many of them must navigate the learning process independently without any guidance, whether in completing assignments, understanding the material, or solving academic problems. This situation leads to feelings of frustration, decreased enthusiasm for learning, and a tendency to neglect academic responsibilities. Some students even stated that their home environment does not support learning but instead becomes a source of stress due to high expectations not being balanced with empathetic support. ([Prianto & Putri, 2017](#))

These findings are reinforced by the bar chart visualization, which shows that 31.1 percent of respondents acknowledged that a lack of parental support was a major factor contributing to learning difficulties. Twenty-one percent agreed, and 10 percent strongly agreed, that parental involvement is essential for understanding lessons. Only 5.6 percent disagreed, indicating that the majority of students still greatly need family support in their academic journey. Emotionally, 29.5 percent of respondents stated that a lack of parental attention to their education triggers feelings of sadness, disappointment, and neglect. Negative parental responses to children's academic failure, such as comparing them with peers or providing criticism without constructive solutions, worsen students' emotional states. As a result, students become reluctant to share their problems, feel misunderstood, and experience increasing mental stress. This condition is also expressed in open narratives that describe experiences of emotional loneliness and a strong desire for recognition and validation from parents. ([Yulika, 2019](#))

Furthermore, students also believe that mechanical parental involvement, such as asking about report card grades or providing learning resources without warm emotional interaction, is inadequate. They desire supportive relationships, open communication, and an appreciation for the learning process, not just the end result. This view aligns with Bronfenbrenner's developmental ecology theory, which emphasizes the importance of the family microenvironment in shaping a child's character, resilience, and psychological well-being. When emotional connections within the family are not well-developed, students lose a key source of resilience in the face of academic pressure.

Furthermore, parental support has been shown to significantly influence how students interpret failure. Students who receive emotional support demonstrate higher levels of resilience, are able to bounce back from failure, and are less likely to give up. (Razak et al., 2022) Conversely, students who receive only criticism without support tend to experience serious psychological impacts, such as decreased self-confidence, excessive anxiety, and withdrawal from the school social environment. The absence of a safe space within the family environment makes it difficult for students to channel the emotional stress they experience during the educational process. Based on these findings, it can be concluded that the role of parents is not limited to providing physical facilities and academic monitoring, but must also include aspects of emotional support and psychosocial reinforcement.

Therefore, synergy between schools and families is needed to build a fully supportive educational ecosystem. Schools can initiate parenting literacy programs, communication forums between teachers and parents, and parenting skills training that emphasizes the importance of emotional support for children. Through constructive collaboration, it is hoped that parents' roles can be optimized in helping students achieve academic success while maintaining their mental health sustainably. The questionnaire assessment data is presented in the following bar chart:



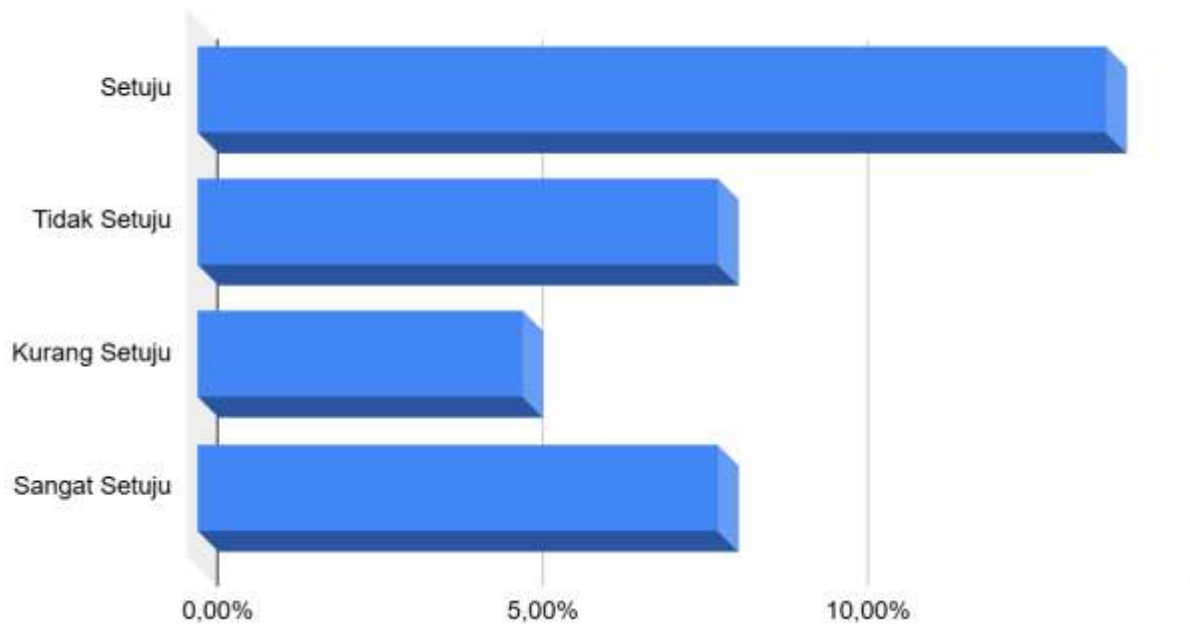
Based on the bar chart above, the data was obtained from the results of a survey distributed online via Google Form, with the aim of determining the extent to which a lack of parental support affects students' enthusiasm for learning and other activities. The visualization results show that the category with the highest percentage is "Disagree" at 11.1%, followed by "Agree" at 10%, and "Strongly Agree" at 8.9%. The category with the lowest percentage is "Disagree" at 5.6%. The high percentage in the "Disagree" category indicates that the majority of respondents feel that a lack of parental support does not significantly impact their enthusiasm for learning and activities. This can be interpreted as meaning that many students have other sources of motivation, such as support from friends, teachers, or encouragement from within themselves.

However, the relatively high percentages in the "Agree" and "Strongly Agree" categories also indicate that a significant number of students feel that parental support still plays a crucial role in fostering enthusiasm for learning. As many as 18.9% of respondents explicitly acknowledged that a lack of parental attention and involvement can lower their motivation, both academically and in daily activities. Meanwhile, the group of students who chose "Disagree" indicated that they did not feel a direct impact of parental support on their enthusiasm for learning.

They are likely able to manage their enthusiasm for learning independently or receive support from others.

Overall, these results reflect a diversity of perceptions among students regarding the role of parents in supporting their enthusiasm for learning. While most respondents did not explicitly blame a lack of parental support as the primary factor in low motivation, these findings remain important for schools and families to work together to create an environment conducive to fostering students' enthusiasm for learning.

Apakah Anda merasa semangat belajar Anda meningkat jika mendapatkan dukungan dari orang tua

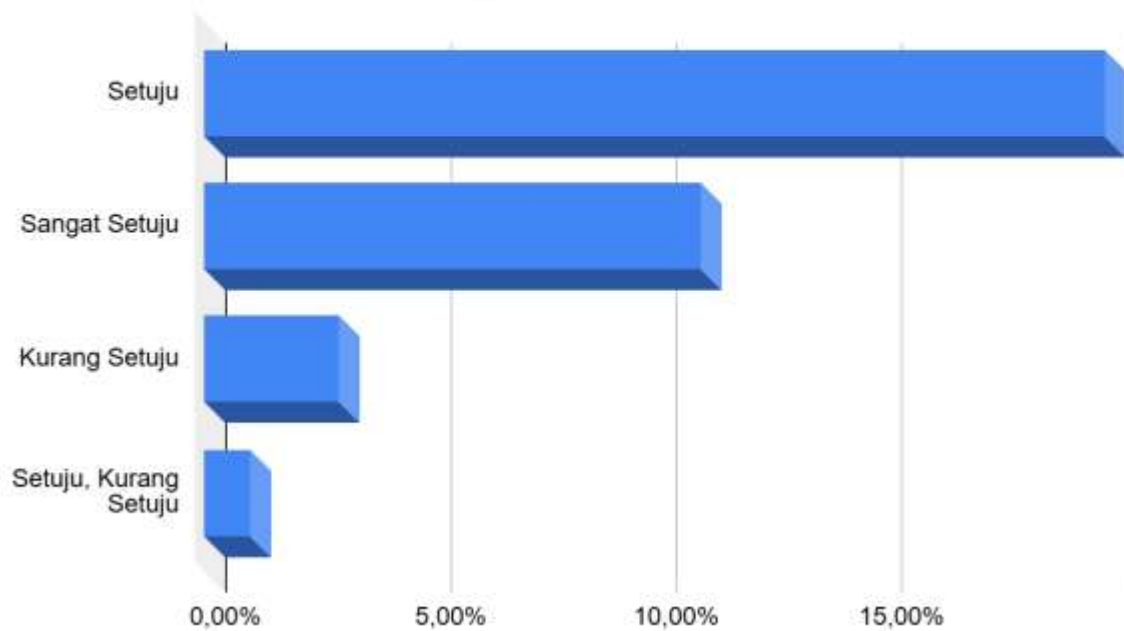


Based on the bar chart above, the data was obtained from the results of a survey distributed online via Google Form, with the aim of determining students' perceptions regarding the influence of parental support on increasing their enthusiasm for learning. The visualization results show that the category with the highest percentage is "Agree," at 10%, followed by "Strongly Agree" at 6.7%. Meanwhile, the "Disagree" and "Disagree" categories each obtained percentages of 6.1% and 5.6%, respectively. The high percentage in the "Agree" category indicates that the majority of respondents feel that parental support plays an important role in increasing learning motivation. The "Strongly Agree" category, which is also quite high, reinforces the view that parental involvement, both emotional and practical, such as providing encouragement, attention, or learning assistance, has a direct impact on increasing student enthusiasm.

However, the significant percentages in the "Disagree" and "Somewhat Agree" categories indicate that not all students directly experience the effects of parental support. Students in this group likely have stronger internal motivational factors or receive support from other sources, such as friends, teachers, or learning communities. Overall, 16.7% of respondents agreed or strongly agreed that their enthusiasm for learning increased when they received support from their parents. This finding demonstrates that the role of parents in supporting and motivating children cannot be ignored, especially in today's educational context, which increasingly demands active family involvement in students' learning processes.

These results can be used as a basis for schools and educational stakeholders to improve collaboration with parents to support student learning. Active parental involvement in both academic and non-academic activities is expected to create a more positive learning environment and support optimal student development.

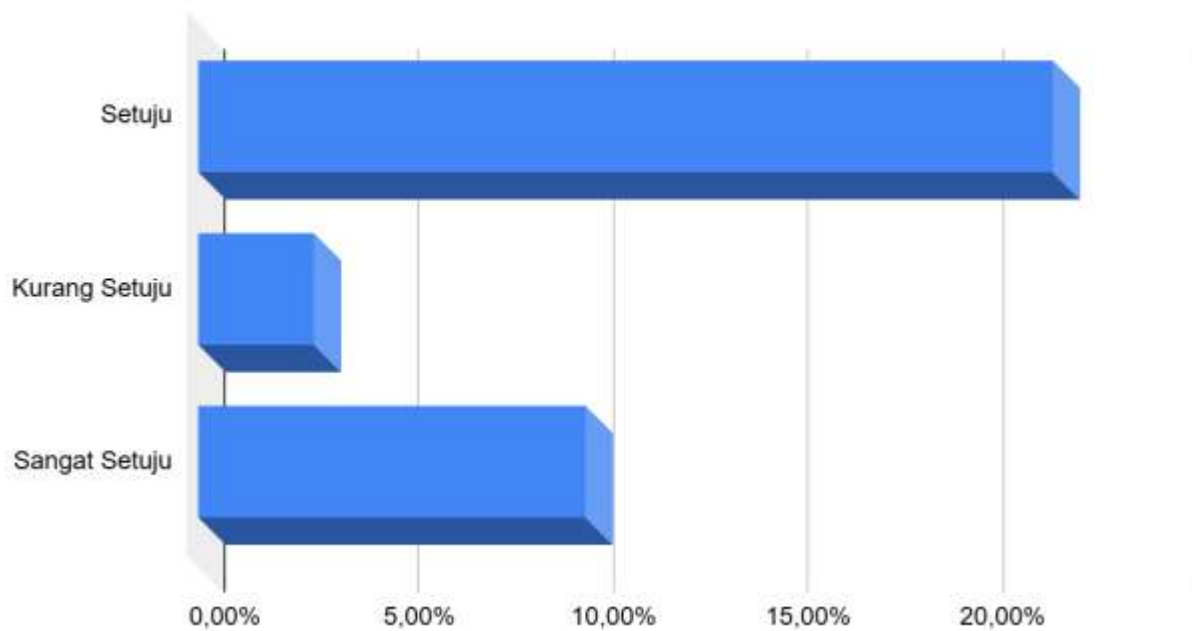
Apakah Anda merasa sedih atau kecewa jika orang tua tidak menunjukkan perhatian terhadap pendidikan Anda



Based on the bar chart above, the data was obtained from the results of a survey distributed online via Google Form, which aimed to determine students' responses to the emotional conditions they experience when parents do not show attention to their education. The visualization results show that the "Agree" category obtained the highest percentage, namely 17.8%, followed by the "Strongly Agree" category with 11.7%. This confirms that the majority of students feel sad or disappointed if parents are not involved or pay attention to their education process. The "Disagree" category was recorded at 4.4%, indicating that a small number of students do not feel too emotionally disturbed by the lack of parental attention. Interestingly, there is also a mixed category, namely "Agree, Disagree", with an even smaller percentage, namely around 2.2%, which reflects doubt or inconsistency in respondents' perceptions of the statement.

Overall, when the "Agree" and "Strongly Agree" categories are combined, 29.5% of respondents reported feeling sad or disappointed when they felt their parents' attention to their education was lacking. This finding suggests that emotional support from parents not only impacts students' enthusiasm for learning but also impacts their psychological well-being. This finding is important for all parties, especially parents and educators, to consider in order to better understand the importance of parental involvement in their children's education. Parental attention and concern, even simple gestures, have a significant impact on students' feelings and emotional well-being. Therefore, active communication and a supportive approach between parents and children need to be continuously improved to create a healthy learning environment, both academically and emotionally.

Apakah Anda mengalami kesulitan belajar karena kurangnya bantuan dari orang tua di rumah



Based on the bar chart above, the data was obtained from a survey distributed online via Google Form. This survey aimed to explore the extent to which a lack of parental support at home impacts students' learning difficulties. From the visualization results, the "Agree" category occupies the highest percentage at 21.1%, followed by "Strongly Agree" at 10%, and "Disagree" at 5.6%. The high percentage in the "Agree" category indicates that the majority of respondents acknowledged obstacles in their learning process caused by a lack of parental support at home. This indicates that most students need parental involvement in accompanying the learning process, whether in the form of assignment assistance, academic guidance, or emotional support.

Furthermore, the relatively high percentage of respondents in the "Strongly Agree" category confirms that some students experience significant learning difficulties due to a lack of parental assistance. This indicates a reliance on parents for understanding the material, particularly when students are studying independently at home. Conversely, the "Disagree" category, which only reached 5.6%, reflects that a small number of students are less dependent on parental assistance, perhaps they already have fairly good independent learning skills, or receive support from other sources such as tutors, siblings, or peers. Overall, 31.1% of respondents stated that a lack of parental assistance at home is indeed a cause of learning difficulties. This finding emphasizes the importance of parental involvement, not only as providers of educational facilities but also as active companions in students' learning processes at home. In the context of modern education, which demands the role of families as partners with schools, these results signal the need to increase parental literacy regarding children's learning needs.

#### 4. CONCLUSION

Based on the research results, it was found that low parental support has a significant impact on declining student learning achievement and emotional stability. Lack of parental involvement in the educational process causes students to experience obstacles in understanding material, difficulty completing assignments, and reduced enthusiasm and motivation to learn. Emotionally, students who do not receive validation and attention from their parents tend to experience stress, anxiety, and feelings of being unappreciated, which ultimately disrupt concentration and social interactions in the school environment. Furthermore, students desire parental involvement that is not only instrumental, such as providing learning facilities, but also

emotional, such as open communication, empathy, and psychological support. The quality of these relationships has been shown to be a key determinant in fostering student resilience in the face of academic pressure. The absence of parents in this role causes students to feel isolated, lose self-confidence, and struggle to develop optimally in both cognitive and affective aspects. Therefore, it is crucial to build strong synergy between schools and families to create a holistic educational ecosystem. Schools need to initiate parenting empowerment programs through parenting training, dialogue forums, and awareness campaigns on the importance of emotional support in children's education. Active, empathetic, and ongoing parental support is one of the keys to educational success and students' mental well-being in facing the challenges of modern education.

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