

DOI: <https://doi.org/10.63332/joph.v5i6.2619>

## The Impact of Parental Emotional Availability on Academic Outcomes

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“Jumana Sobhi Awawda and Yasir Riad Bashir contributed equally to this work.”

### *Abstract*

*This study examines the influence of parental emotional availability on students' academic performance. Drawing on data collected from 50 parents across diverse socioeconomic backgrounds, the research explores how emotional bonding between parents and children contributes to educational development. The findings reveal that students tend to achieve higher academic outcomes when their parents demonstrate consistent emotional presence, characterized by support, empathy, and active involvement. Parents reported that emotional support within the family fosters increased motivation, enhanced stress management, and more positive relationships with teachers. The study also underscores the role of socioeconomic status in shaping how emotional support is provided and experienced. Ultimately, the emotional engagement of parents plays a pivotal role in shaping students' academic experiences and performance.*

**Keywords:** *Students, Academic Outcomes, Parental Emotional Availability, Interviews, Questionnaire.*

### Introduction

Education lays the groundwork for both individual growth and societal advancement, nurturing future generations and steering long-term development. In this study, students' perceived academic performance is viewed as a product of their cognitive abilities and classroom instructional practices. Nonetheless, academic success is also significantly influenced by non-cognitive elements, such as motivation and emotional factors. Among these, the emotional support offered by professional caregivers is considered a key determinant in enhancing students' academic outcomes (Johnson, 2008).

Among the various forms of emotional support, parental emotional availability is a critical factor that reflects a caregiver's sensitivity and responsiveness in interactions with their child. It extends beyond mere physical cohabitation; the quality of the relationship, particularly one that fosters a sense of safety and trust, is essential. Attachment theory underscores the importance of these bonds, emphasizing their impact on children's emotional and cognitive development (Bowlby, 1969). Secure attachments, nurtured through consistent emotional availability, support children's exploration, resilience, and problem-solving skills—attributes that are vital for overcoming academic challenges. Conversely, when a child experiences emotional neglect, cognitive growth may be hindered, motivation can decline, and learning outcomes often suffer. Therefore, examining the extent of parental emotional investment is fundamental in

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understanding and promoting student achievement (Biringen et al., 2005).

Over the past few decades, the academic landscape has undergone significant changes, placing greater demands on students to excel in increasingly competitive and high-pressure environments. In response to these stressors, parental emotional availability serves a protective function by helping children regulate their emotions, seek stability, and develop the resilience necessary for academic success. Despite its importance, this emotional dimension is often neglected in discussions of both formal and informal learning processes. This tendency stands in stark contrast to the predominant focus on instructional strategies and pedagogical methods within various educational frameworks (Stack et al., 2010).

Moreover, parental emotional availability is associated with several mediating factors, including emotional self-regulation, effective communication, and intrinsic motivation. These mechanisms are deeply interconnected, forming a cohesive system that supports academic success. However, socio-economic status presents a significant challenge to this dynamic. Parents from low socio-economic backgrounds may face barriers that hinder their ability to consistently provide emotional availability and support (Senehi et al., 2021).

Focusing on the effects of parental emotional availability on students' academic success raises critical questions about the role emotional support plays in shaping educational outcomes. For instance, does emotional availability directly enhance academic performance, motivation, or a child's ability to cope with academic challenges? One vital function of such support is its contribution to stress prevention, attention regulation, and the development of key problem-solving skills (Hammer et al., 2021). This is especially relevant in contemporary contexts, where many parents face challenges such as work-related absences, divorce, or migration. Understanding how emotional availability influences academic achievement can empower parents to maintain a positive impact on their children, even when their physical presence is limited. Additionally, the findings of this study can guide educators and policymakers in designing tools and programs that foster emotional bonds between parents and children. Both the quantity and quality of these interactions are crucial for promoting student well-being and academic success.

This study addresses a gap in the current literature by examining the relationship between parental emotional availability and students' academic performance. Specifically, it aims to explore the connection between these two constructs and to assess the role of socio-economic factors as potential mediators or moderators. By doing so, this research seeks to offer a deeper understanding of the interplay between emotional and cognitive dimensions within the educational process.

### **Objectives of the Study**

This study aims to achieve the following objectives:

1. To examine the impact of parental emotional presence and support on students' academic performance.
2. To investigate how mediating factors—such as students' ability to manage stress, build relationships with teachers, and cope with academic challenges—explain the relationship between emotional support and academic success.
3. To assess whether socio-economic background moderates the effect of parental emotional support on academic performance and whether students from different economic

### **Significance of the Study**

This study provides valuable insights for parents, educators, and students regarding the crucial role of parental emotional availability in supporting students' academic performance and personal growth. It emphasizes how school leaders, particularly principals, possess the capacity to foster students' emotional well-being—an essential element in reducing vulnerability and enhancing motivation, resilience, and problem-solving abilities. These are key foundations for emotional stability and long-term academic success. From the parental perspective, the findings underscore the importance of maintaining emotional presence and a positive outlook, even in the face of adversity, as a means of positively influencing children's educational experiences. By bridging the gap between emotional support and academic achievement, this research contributes to the development of resilient, well-rounded individuals prepared for lifelong success.

### **Research Questions**

1. What is the direct relationship between parental emotional availability and students' academic performance?
2. What underlying mechanisms, such as emotional self-regulation and teacher–student relationships mediate the relationship between parental emotional availability and academic outcomes?
3. In what ways does socio-economic status influence the relationship between parental emotional availability and students' academic success?

### **Literature Review**

#### **Theoretical Framework**

Building on current research, this study draws from key psychological and educational theories to explain the impact of parental emotional availability on children's academic achievement. The primary theoretical frameworks guiding this study are Attachment Theory, Ecological Systems Theory, and Self-Regulation Theory. Each offers critical insights into how parental emotional support influences children's learning processes. These theories collectively provide a foundation for understanding the dynamic relationship between emotional availability and academic performance

According to Attachment Theory, developed by Bowlby (1969), a child's early emotional bonds with caregivers play a central role in shaping their psychological and cognitive development. Bowlby proposed that secure attachments formed in early childhood provide an emotionally safe base from which the child can explore, learn, and grow. Children with secure attachments are more likely to engage in play, take initiative, think critically, and embrace learning opportunities. These attributes—curiosity, persistence, and problem-solving ability—are key components of academic success.

Building on Bowlby's work, Ainsworth et al. (1979) identified four essential dimensions of caregiving that define the nature of the parent–child relationship: sensitivity, structuring, non-intrusiveness, and non-hostility. *Sensitivity* refers to how frequently a parent responds to the child's emotional needs, while *structuring* involves guiding the child's behavior toward appropriate actions. *Non-intrusiveness* and *non-hostility* allow children the freedom to engage

in imaginative play, interact with others, and explore their environment independently. These dimensions collectively support the development of emotionally secure, confident, and cognitively curious children—traits that are essential for academic performance and overall learning.

Similarly, while the concept of parental emotional availability is well-documented in the literature, Ecological Systems Theory (Bronfenbrenner, 1979) offers a socio-cultural lens through which to understand its role in child development. According to this theory, a child's growth is shaped by multiple interrelated environmental systems, including the family, school, community, and broader cultural context. These systems interact to influence both developmental trajectories and academic performance. Within this framework, parental emotional availability—situated within the family system—interacts with larger ecological layers to shape academic outcomes. For instance, socio-economic status (SES) can significantly affect both the consistency of emotional availability and the range of educational resources accessible to the child. Families with lower SES often face additional stressors such as financial hardship or limited access to quality education, which may compromise their ability to offer sustained emotional support. Understanding these contextual differences is essential for recognizing how emotional availability varies across socio-economic backgrounds and influences academic success in diverse ways.

Self-Regulation Theory further emphasizes the importance of a child's ability to manage emotions, behavior, and thought processes in support of learning. These self-regulatory abilities are part of a broader set of executive function skills, including emotional regulation, attention control, and stress management—all of which are essential for academic success. Parental emotional support plays a pivotal role in developing these abilities, particularly in early childhood. School-aged children who receive consistent emotional care from their parents tend to build stronger coping mechanisms, helping them regulate their feelings and actions more effectively. These skills enable them to stay focused, persevere through academic pressures, and maintain consistent performance—even during challenging periods. As Zimmerman (2000) suggests, self-regulation significantly contributes to improved academic achievement by allowing students to manage distractions and maintain goal-directed behaviors.

These theories provide a solid foundation for understanding the extent to which parental emotional availability influences students' academic productivity. Drawing on both psychological and contextual perspectives, this study seeks to examine the role of emotional support in shaping students' cognitive development and their ability to regulate academic stress and vulnerability. In addition, it is essential to explore the socio-economic contexts within which emotional availability is provided, in order to better understand how these contexts, create diverse opportunities for support that influence children's learning in different ways. By grounding the research in these theoretical paradigms, the study aims to uncover how specific forms of emotional support contribute to academic achievement, while also considering how broader societal and economic conditions shape the quality of the parent-child relationship and its impact on academic success.

### **Empirical Framework**

Numerous studies have emphasized the critical role of parental emotional availability in influencing students' academic achievement. For example, Pianta and Stuhlman (2004) found that children who perceived their parents as emotionally supportive were more likely to be

actively engaged in classroom activities and to demonstrate higher academic performance. Similarly, Crosnoe et al. (2010) concluded that emotional support from both mothers and fathers, particularly when experienced as early as age three, serves as a significant predictor of later academic success in subjects that demand sustained attention and cognitive skills.

Gabriela et al. (2022) explore the part played by parents in the learning of Arabic vocabulary by learners in their early years of school. As a general purpose of the study, I shall focus on creating the awareness of the parents in the task of improving the mastery of the launched academic subjects, in this particular case the Arabic vocabulary, among their children. As the result, vocabulary, knowing that it occupies one of the leading positions among the elements decisive for success in the learning of languages, is placed at the center of this research concerning early education. This research uses a qualitative research design with a descriptive research to establish the role of parents to their children's vocabulary gains at home and survey study. The findings reveal that parental involvement plays a major role in enhancing the learning achievement of students' Arabic vocabulary. The study also reveals that the extent to which parents participate with their children in the learning process particularly where the learning is in vocabulary there is a relative improvement in learners' performance in the area of study. Consequently, as the study has shown, parents feature largely in helping students with their academic needs outside school.

Eccles et al. (2000) argue, within the framework of the Expectancy-Value Model, that parents exert a significant influence on children's beliefs and the subjective value they assign to different academic subjects. According to the model, when parent's express positive attitudes toward a specific domain, such as mathematics, they influence their children through encouraging verbal messages and engagement in related activities. The study highlights how parental beliefs affect children's motivation and perceived competence in subjects like mathematics, sports, and music. However, Eccles et al. also noted a lack of prior research on how parental beliefs and behaviors specifically shape children's self-perceptions in newer academic domains, such as computer use. The study underscores that parental modeling of interest and the provision of targeted learning experiences are key mechanisms that shape children's self-efficacy and engagement in various academic fields.

Simpkins et al. (2012) extend Eccles et al.'s (2000) Expectancy-Value Model by examining how parental practices influence adolescents' beliefs in academic and extracurricular subjects such as sports, music, and mathematics. The study specifically focuses on the moderating role of mothers in shaping the alignment between their own beliefs and those of their children in these domains. Findings revealed that mothers' encouragement and engagement, such as supporting sports participation or promoting interest in mathematics, positively influenced adolescents' attitudes and motivation toward those subjects. However, this mediating effect was not observed in the domain of reading. Employing a longitudinal observational design, the researchers tracked mother-adolescent interactions over time to determine how these behaviors shaped children's self-efficacy and domain-specific beliefs. Their results provide compelling evidence for the influence of parental modeling and engagement, particularly in domains with high parental involvement.

This aligns with Bandura's (1997) Social Learning Theory, which posits that children acquire behaviors, attitudes, and beliefs through observational learning and imitation. According to Bandura, children tend to emulate the decisions, habits, and values demonstrated by their parents—particularly in how they allocate time and prioritize certain activities. Parents serve as

primary role models, and their actions influence children's perceptions of what is important, worthwhile, or achievable. Bandura emphasized that this modeling plays a crucial role in shaping children's interests, self-concept, and motivation across a range of domains.

Knollmann and Wild (2007) examined the role of parental support in relation to students' motivational tendencies and emotional responses toward homework. The studies differentiated between intrinsically and extrinsically motivated students, hypothesizing that self-driven learners would respond more positively to autonomy-supportive parenting, while those motivated by external rewards would benefit more from directive parental involvement. In Study 1, 181 students were presented with two emotionally charged scenarios—one depicting autonomy-supportive parenting and the other, directive and controlling parenting. In Study 2, 38 students rated their motivation, perceived quality of parental support, and emotional responses after 21 homework sessions. The findings partially supported the Aptitude-Treatment Interaction (ATI) model, revealing that extrinsically motivated students reported more negative emotional reactions under autonomy-support conditions, while directive parental support produced more positive effects for this group. The opposite pattern was observed among intrinsically motivated students.

Similarly, Mawarsih et al. (2013) investigated the relationship between parental attention, student motivation, and academic achievement at SMA Negeri Jumapolo. Using a quantitative descriptive design and proportionate stratified random sampling, the researchers found a significant positive correlation between parental involvement and student achievement. The findings suggest that both parental attention and students' intrinsic motivation play a vital role in improving academic performance, emphasizing the importance of emotional and motivational support from the home environment.

In summary, the reviewed studies show that parental emotional availability significantly shapes students' academic achievement through emotional support, motivation, and contextual factors like socio-economic status. Building on this evidence, the present study explores how these dynamics influence learning outcomes in primary education, aiming to address gaps in the literature and offer practical insights for educators and parents.

### **Research Questions**

1. How does your emotional availability help your child improve their academic performance?
2. What strategies do you use to encourage your child through school stress?
3. How does your emotional support influence your child's learning and engagement?

### **Methods and Procedures**

#### **Methodology**

This study employed a descriptive correlational research design to examine the effects of parental emotional availability on students' academic performance. A mixed-methods approach was utilized, combining both quantitative and qualitative data collection to gain a comprehensive understanding of the phenomenon. Quantitative data enabled statistical analysis of the relationship between variables, while qualitative insights enriched the interpretation of students' and parents' emotional experiences. The study used appropriate investigative instruments to assess the link between parental emotional support and academic achievement.

**Research Tool:**

To ensure robust data collection, the study incorporated a combination of questionnaires and semi-structured interviews. The questionnaires were designed to collect quantitative data regarding academic performance and perceived parental emotional availability. Semi-structured interviews were conducted to explore in depth how students and parents experience and interpret emotional support in relation to academic motivation and performance. The interview guide was developed to capture both the emotional dynamics within the family and their perceived impact on students' learning outcomes.

**Population and Sample:**

The target population for this study consisted of students in grades four through six, enrolled in elementary schools in the Arab sector in Israel, ranging in age from 9 to 16 years. A total of 300 students were selected through random sampling from five public and private educational institutions across various regions. In addition to the student participants, 50 parents were interviewed in person to gain deeper insights into the relationship between parental emotional availability and children's academic performance. This combination of student and parent perspectives was intended to provide a more comprehensive and contextually grounded understanding of the phenomenon under investigation.

Variables	sub-groups	Frequency	Percent%
<b>Gender</b>	Male	163	54.3
	Female	137	45.7
	<b>Total</b>	<b>300</b>	<b>100</b>
<b>Father's educational qualification</b>	Secondary or less	69	23
	Bachelor's	183	61
	Postgraduate	48	16
	<b>Total</b>	<b>300</b>	<b>100</b>
<b>Mother's educational qualification</b>	Secondary or less	55	18.3
	Bachelor's	203	68.3
	Postgraduate	40	13.4
	<b>Total</b>	<b>300</b>	<b>100</b>
<b>Family economic status</b>	Low	78	26
	Average	154	51.3
	High	68	22.7
	<b>Total</b>	<b>300</b>	<b>100</b>

Table 1. Demographic Frequency Statistics

The sample consisted of 300 students enrolled in elementary schools in the Arab sector in Israel, representing a diverse range of educational and social backgrounds. Participants were randomly selected from five schools across various regions, ensuring representation from different

geographic and socio-economic contexts.

The gender distribution was relatively balanced, with 54.3% male and 45.7% female participants. This balance allowed for meaningful analysis of how parental emotional support may differ across gender when students face academic challenges.

In terms of parental educational background, 61% of fathers in the sample held a bachelor's degree, suggesting that a majority were capable of offering structured academic support. A smaller proportion of fathers (16%) had completed postgraduate studies, potentially equipping them with additional skills and strategies to support their children's learning.

Among mothers, 68.3% held a bachelor's degree, and 13.4% held postgraduate qualifications. These levels of maternal education may contribute to more sustained and effective academic assistance at home.

The economic status of participating families was distributed as follows: 26% classified as lower-income, 51.3% as middle-income, and 22.7% as upper-income. The majority of students came from middle-income households, which appeared to be better positioned to provide financial and educational resources that support academic achievement. Conversely, students from lower-income families were more likely to face barriers to receiving equitable academic and emotional support at home.

Overall, the data indicate that parental education and household economic status are significant factors influencing the quality of academic and emotional support children receive. Parents with higher educational qualifications and greater financial stability tend to provide more consistent and effective support, enhancing their children's ability to navigate academic challenges.

## **Data Collection Methods**

### **Secondary Sources**

The study incorporated an in-depth review of secondary sources, including Arabic academic books, international publications, specialized reports, peer-reviewed research articles, and credible websites at both national and international levels. These sources addressed topics related to parental emotional availability and its impact on emotional and cognitive development. The literature review supported the development of the theoretical framework by clarifying the relationships among the study variables and identifying existing research gaps regarding parental emotional support.

### **Primary Sources**

The primary data collection employed a mixed-methods approach, with interviews serving as the main strategy and questionnaires as a supplementary tool. This combination allowed for both statistical analysis and deeper insights into participants' perceptions and experiences.

**Designed Questionnaire** The student questionnaire was developed to assess perceptions of parental emotional availability and its effects on emotional well-being and cognitive growth. It consisted of two main sections:

- Section One: Collected demographic data, including gender, grade level, and parents' educational qualifications.
- Section Two: Focused on students' emotional and cognitive development in relation to parental emotional support. This section utilized a five-point Likert scale, where responses

4350 *The Impact of Parental Emotional Availability on Academic Outcomes* ranged from (1) “Strongly Disagree” to (5) “Strongly Agree” (Sekaran, 2019), allowing for standardized assessment of attitudes and experiences.

$$\text{Class Length} = \frac{\text{Upper Limit of Alternatives} - \text{Lower Limit of Alternatives}}{\text{Number of Levels}}$$

$$= \frac{5 - 1}{3} = 1.33$$

Based on the calculated class length, the boundaries for the three levels are determined as follows:

Table 2. Level degree

Arithmetic mean	degree of agreement
From 1.00 – 2.33	Low
From 2.34-3.67	Medium
From 3.67-5.00	High

### Semi-structured Interviews

The research included 50 parental interviews that focused on how emotional availability affects student behavior in classrooms. Data analysis, conducted through frequency counting of participant responses, revealed systematic patterns in the recorded information collected during the research period.

### Interview Questions

1. Do you regularly ask your child about the subjects they find difficult?
2. Do you frequently talk with your child about how to handle school-related stress or academic challenges?
3. Is your child currently facing any academic difficulties, such as anxiety, stress, or poor performance in certain subjects?
4. In your opinion, does your emotional support help your child cope with academic stress or pressure?
5. Do you encourage your child to share their academic problems or concerns with you?
6. How do you think your emotional availability contributes to your child’s academic performance?
7. What strategies do you use to support and motivate your child during periods of school-related stress?
8. How do you believe your emotional support influences your child’s overall learning and motivation?

### Questionnaire Validity

A preliminary version of the research instrument was reviewed by specialized referees for checking both question clarity and research objective relevance. The present study sent its

questionnaire to education experts to verify that it included applicable sections about parental emotional availability effects on student emotional and cognitive development within Jordanian primary schools. Expert feedback influenced the questionnaire through combination of technical amendments to specific content blocks followed by reformulation of what was previously displayed. The researchers presented the finalized version of the questionnaire. The researcher conducted a small pretest survey on students to validate the instrument. A high clarity level along with relevance marked through the results validated the questionnaire's reliability to gather all required information.

### Questionnaire Validity Test

An assessment was carried out to evaluate the questionnaire's effectiveness in measuring the dimensions of parental emotional availability and their impact on students' emotional and cognitive development in primary schools within the Arab sector in Israel. The validity of the instrument was established based on expert evaluations and feedback from a pilot group of future participants. The selection of appropriate research instruments depends on conducting successful validity tests to ensure that the data accurately reflect the variables being studied. This process is essential for maintaining the credibility and reliability of the research findings, as it ensures that the conclusions drawn are based on sound and accurate data.

The research conducts validity testing to verify how well the questionnaire assesses its target objectives about parental emotional availability and their effects on student emotional and cognitive development. The questionnaire items underwent Pearson's correlation coefficient test for validation purposes.

Emotional Availability				Academic Achievement			
NO. paragraph	Pearson correlation	NO. paragraph	Pearson correlation	NO. paragraph	Pearson correlation	NO. paragraph	Pearson correlation
1	**0.651	5	**0.677	1	**0.596	5	**0.631
2	**0.726	6	**0.691	2	**0.649	6	**0.673
3	**0.711	7	**0.565	3	**0.655	7	**0.685
4	**0.737	8	**0.492	4	**0.625	8	**0.651

Table 3. Pearson Correlation Coefficient

\*\*correlation is significant at the 0.01 (2-tailed)

The results of the validity test prove that the built questionnaire effectively measures the target dimensions. Results from the Pearson correlation coefficient tests between parental emotional availability items and academic outcomes produced significant correlations which establishes the questionnaire's ability to assess the educational results of parental emotional support on student growth. The research instrument achieves enhanced validity and effective measurement of parent-child emotional accessibility through the strong correlation coefficients which amount

### Questionnaire Reliability Test:

Reliability refers to the stability and consistency of the results provided by a questionnaire when administered to more than one sample from the same study population. Ensuring reliability is an essential step in ensuring the reliability of a measurement tool. In this study, reliability was assessed using Cronbach's alpha coefficient, a common tool for determining the degree of internal consistency of a questionnaire. Values greater than 0.60 are considered statistically acceptable, and the closer values are to 1.0, the higher the level of stability and internal consistency.

Variable	Cronbach's alpha	# of paragraphs
<b>Emotional Availability</b>	0.807	<b>8</b>
<b>Academic Achievement</b>	0.800	<b>8</b>

Table (4). Cronbach's Alpha Values for Study Variables

Table 4 demonstrates high Cronbach's alpha values of 0.807 for emotional availability while academic achievement reports 0.800 indicating a strong internal consistency of questionnaire instruments. The numerical values present in Table 4 establish that study instruments offer dependable and dependable measurement standards which allows the research results from collected data to be considered trustworthy.

### Questionnaire Study Procedures

Researchers conducted the study titled "The Impact of Parental Emotional Availability on Academic Results" by developing a questionnaire aimed at assessing both the impact of parental emotional availability on academic outcomes and the academic challenges students face. The participating students used the questionnaire as the primary instrument for data collection. It was distributed to 300 students enrolled in various educational institutions to gather reliable data from individuals with diverse backgrounds.

The questionnaire employed a five-point Likert scale, where 5 = Strongly Agree represented the highest level of agreement. This scale was used to measure the intensity of parental emotional engagement and its perceived effect on academic performance. The collected data were analyzed using several statistical techniques, which included:

1. The data distribution was evaluated through mean and standard deviation mathematical methods while using these techniques to measure response dispersion.
2. Parental emotional availability received statistical evaluation from Pearson Correlation Test to identify its impact on academic achievement and academic challenges. The correlation test proves useful for measuring the intensity of relationship between the mentioned variables.

The established measurement procedures enable researchers to obtain scientifically correct data analysis results for investigating parental emotional availability's effects on students' education outcomes.

## Questionnaire Analysis of the Results

The analysis of the questionnaire data forms a key component of this study, aiming to understand the contribution of parental emotional availability to students' academic performance. A total of 300 students completed the questionnaire, and the responses were analyzed using mean and standard deviation to identify overall trends and variations among participants.

To examine the strength and direction of the relationships between variables, Pearson correlation tests were conducted. These tests explored the extent to which parental emotional availability is associated with students' academic outcomes and the academic challenges they face.

The analysis specifically focused on assessing how emotional support from parents contributes to improved academic performance and assists students in managing school-related difficulties. It also sought to answer key research questions regarding the role of emotional support in overcoming academic barriers and enhancing achievement.

The results of the analysis offer important conclusions, advancing understanding of how parental emotional engagement benefits students' learning. Furthermore, the findings highlight potential areas for improvement in academic support practices that can positively influence student outcomes.

**The results of the first question**, which states: "To what extent do parents provide emotional support to their children, such as monitoring their studies, offering academic advice, and encouraging them when facing challenges, from the students' perspective?"

To answer this question, the arithmetic means and standard deviations of Emotional Availability paragraphs were calculated, and the following table shows the results of the responses of the study sample members.

Constructs	Mean	Std.Deviation	Rank
1. My parents regularly ask me about my studies.	3.97	0.863	1
2. My parents speak to me with kind and encouraging words.	3.80	0.971	3
3. I feel loved and cared for by my parents.	3.85	0.911	2
4. My parents encourage me to be friends with those who excel academically.	3.67	1.08	7

5. My parents reward me when I succeed or excel academically.	3.69	0.98	6
6. My parents discuss my academic matters with me.	3.61	1.01	8
7. I feel my parents provide a positive emotional environment.	3.76	0.94	4
8. My parents provide me with the advice I need to be academically successful.	3.70	0.97	5
<b>Emotional Availability all</b>	<b>3.75</b>	<b>0.633</b>	

Table 5. The mean, SD and rank of Emotional Availability

The researchers computed means and standard deviations from the items measuring emotional availability. Table (5) indicates parental emotional support measured at 3.75 with standard deviation at 0.633 showing that students had positive experiences with their parent's emotional support that rated between 3 to 4 on a scale from 1 to 5. The study indicates that students experienced positive reactions when their parents provided emotional support.

The evaluation items received their placement through mean calculation. Among all the items "My parents regularly ask me about my studies" stood out as the most positively ranked evaluation with a mean response of 3.97. Students report their parents demonstrate a high degree of study interest which provides them emotional support needed to excel academically. Students demonstrate better study commitment because their parents consistently track their educational progress.

The second surveyed area "I feel loved and cared for by my parents" achieved a mean score of 3.85 and placed second. The item demonstrates parental emotional support through affectionate care that bolsters students' resilience when facing issues. Due to parental love and care students develop emotional security that enables them to tackle their school difficulties more effectively.

The lowest rating belonged to "My parents discuss my academic matters with me" because participants scored this at 3.61. The scores highlight insufficient parent-student dialogue regarding academic issues thus indicating the need for parental support enhancement in this area. Students fail to understand their academic challenges because parent-teen dialogue about school matters remains poor thus requiring improvement for better academic performance and emotional support.

According to the overall assessment parents center their emotional support on academic follow-up tasks along with demonstrations of love and care toward their students. Certain interactions

related to academics must improve in order to reach their full potential. Improved academic dialogue between parents and students helps students achieve better academic results and produce better educational performance in general.

**The results of the second question**, which states: "To what extent does parental emotional support affect students' ability to face academic challenges (such as failure or academic anxiety) and achieve academic success, from the students' perspective?"

The analysis provides conclusions which enhance understanding of emotional support benefits for student academic results while discovering areas for improvement in academic performance.

To answer this question, the arithmetic means and standard deviations of Academic Achievement paragraphs were calculated, and the following table shows the results of the responses of the study sample members.

Constructs	Mean	Std.Deviation	Rank
1. I feel that I achieve academic success thanks to my parents' emotional support.	3.83	0.875	7
2. If I encounter difficulty in a subject, I strive to overcome it thanks to my parents' encouragement.	3.89	0.846	4
3. When I achieve good grades, I feel that my parents' support is the main reason.	3.86	0.99	6
4. I face fewer academic challenges because I receive significant emotional support from my parents.	3.71	0.91	8
5. When I encounter academic difficulty, I feel confident and empowered to overcome it thanks to my parents' support.	3.90	0.89	3

6. Emotional support helps reduce stress caused by academic challenges.	3.98	0.96	1
7. My parents work to resolve my academic problems.	3.95	0.96	2
8. My parents avoid criticizing me if I fail a subject.	3.88	0.871	5
<b>Academic Achievement all</b>	<b>3.90</b>	<b>0.591</b>	

Table 6. The mean, SD and rank of Academic Achievement

The arithmetic means alongside standard deviations were calculated for all emotional availability dimension items according to the obtained table results. The survey results indicated that parental emotional support rated a mean score of 3.75 at a standard deviation of 0.633 since most students ranked their experiences on the five-point scale between 3 and 4 points. The obtained results demonstrate student satisfaction regarding emotional support provided by their parents.

The survey revealed that "My parents regularly ask me about my studies" achieved the highest mean score of 3.97 placing first among all items. Students demonstrate through these responses that their parents maintain continued interest in their studies as emotional support which boosts their academic success motivation. Regular parental follow-up appears as the strongest factor that drives student motivation alongside academic performance.

Students assigned an average score of 3.85 to the statement "I feel loved and cared for by my parents" which placed this item in second position. The emotional aspect of love and care reaches students' deep feelings while building their feeling of security and enabling them to face academic challenges with stable psychological states.

Students rated their parents the least when it came to discussing academic matters with them (mean score 3.61) which received the lowest rating. Investigations show a lack of adequate parental dialogue about academic subject matter among students, which poses a problem that emotional support should address. When parents do not discuss academic matters with students this creates two detrimental effects: less comprehension about academic challenges and lower likelihood of receiving helpful solutions from family members.

The study results demonstrate that emotional parental support primarily addresses continuous academic monitoring and showing heartfelt care to students. The academic experience of students needs improvement along with parental involvement in academic matters since this direct interaction will enhance emotional support.

**The results of the third question**, which states: "What is the relationship between the level of parental emotional availability and the level of academic achievement and academic challenges?"

Are they influenced by each other?"

To answer this question, the Pearson Correlation test was used to examine the relationship between parents' emotional availability and students' academic achievement and academic challenges.

		Emotional Availability	Academic Achievement
Emotional Availability	Pearson Correlation	1	.529**
	Sig. (2-tailed)		.000
	N	300	300
Academic Achievement	Pearson Correlation	.529**	1
	Sig. (2-tailed)	.000	
	N	300	300
** Correlation is significant at the 0.01 level (2-tailed).			

Table7. The Pearson Correlation of Variable

Table (7) demonstrates that students with more accessible parents achieve better scholarly results through a moderate positive statistical link. These results show a statistically significant (0.01) correlation coefficient value of (0.529). The level of emotional support which parents provide to students creates a direct correlation to the students' academic performance.

Students perform better academically thanks to parental emotional availability and supportive treatment which creates positively related outcomes in academic success. The emotional atmosphere in families proves essential because it demonstrates clear effects on academic success of students.

The research findings confirm theoretical assumptions that family-based emotional support effectively motivates students by reducing academic stress while building confidence which together improve academic outcomes.

Parental emotional availability contributes to academic achievement and associated challenge reduction because it operates as a substantial influencing factor beyond psychological support

features. The research demonstrates why families should concentrate on creating such relational bonds because they build strong academic environments where support flourishes.

### **Interview Analysis**

The researchers conducted personal interviews with 50 parents to gain deeper insights into how parental emotional support influences students' academic achievement. Parents from various socio-economic backgrounds participated, enriching the understanding of how emotional availability factors differ across diverse social contexts.

The interview process combined structured and unstructured techniques, allowing participants to freely express their experiences while also addressing specific topics related to emotional support in their children's educational journeys. The interviews explored parental strategies for providing emotional support, its perceived impact on student academic outcomes, and the challenges students face along with the coping mechanisms fostered through parental involvement.

Qualitative analysis methods were employed to examine parental responses and identify recurring patterns and key themes. The study sought to determine the supportive elements most closely associated with improved academic performance among students.

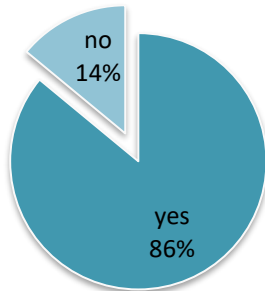
The data collected through interviews complements the questionnaire findings, providing a more comprehensive view of the role of parental emotional availability in both enhancing academic success and helping students overcome educational obstacles.

A visual depiction of the interview data was created using pie charts to illustrate the research results by highlighting the dominant responses and their frequency of occurrence. These charts helped identify the most prevalent parental support approaches and the emotional factors associated with academic progress and the challenges students face, as perceived by parents.

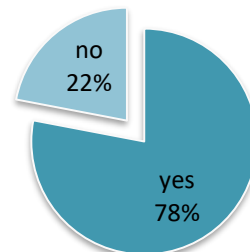
The use of visual tools simplified the analysis of qualitative information, making it easier for researchers to detect patterns and variations in emotional support behaviors and parental perspectives. This method enhanced the depth of qualitative analysis, providing a clearer

understanding of how emotional availability influences academic outcomes across different parental experiences.

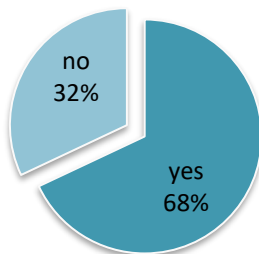
**Do you regularly ask your child about the subjects they are struggling with?**



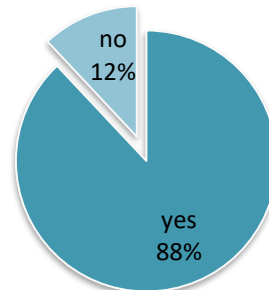
**Do you regularly talk with your child about how to deal with school stress or academic challenges?**



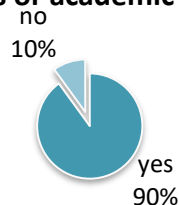
**Is your child facing any academic challenges (such as anxiety, stress, or failing academic subjects)?**



**Do you encourage your child to discuss their academic problems with you?**



**Does your emotional support help your child cope with stress or academic pressure?**



### **Interview answer for Yes /No question**

#### **Parental Monitoring of Academic Challenges:**

Interview data revealed that 86% of parents regularly inquire about the subjects in which their children experience difficulties. This high percentage demonstrates that parental emotional availability often centers on closely monitoring academic achievements. Such consistent attention provides psychological reinforcement for children, enhancing their self-confidence and improving their ability to engage more effectively in learning activities. The ongoing emotional support from parents also strengthens children's capacity to manage academic challenges and associated stress levels.

#### **Communication about Academic Challenges:**

Interview results indicated that 78% of parents actively discuss with their children strategies for coping with school-related pressures and academic difficulties. Maintaining open communication about school experiences allows children to express their emotions and concerns, thereby reducing stress levels and building emotional resilience. These open dialogues contribute to stronger emotional regulation and equip students with better coping mechanisms for academic strain.

#### **Academic Challenges and the Impact of Emotional Support:**

According to parent responses, 68% of children encounter academic struggles related to subject failure, stress, or test-related anxiety. Despite these challenges, 90% of parents reported that emotional support helped their children effectively manage academic pressure. Emotional support thus emerges as a critical factor in enabling children to confront academic difficulties and reduce anxiety associated with schoolwork.

#### **Opening Channels of Dialogue:**

The findings revealed that 88% of parents encourage their children to openly discuss academic issues with them. This high level of support highlights that emotional availability extends beyond motivational encouragement; it fosters a secure communication environment where children feel safe sharing their academic concerns. These open communication channels serve as vital mechanisms for providing psychological support and practical assistance in resolving academic challenges.

#### **Interpretive Analysis**

In this part of the study, an interpretive analysis is presented based on the responses of 50 parents to questions regarding the impact of parental emotional availability on their children's academic outcomes. Three main questions were posed to examine the role of emotional support in enhancing students' academic achievement and in helping them cope with academic stress.

#### **Continuous Encouragement and Positive Motivation:**

Numerous parents pursue academic improvement for their children by providing consistent motivational support. Parents feel it is important to maintain regular communication with their children, which leads to continued effort and acceptance of challenges. Through discussions with their sons or daughters, they reveal that poor test results do not indicate a lack of intelligence, but rather that success requires longer preparation and more thorough training. The psychological assistance parents offer increases their children's self-belief, leading students to

study more in order to accomplish their academic targets.

### **Providing a Comfortable Learning Environment:**

Some parents emphasized the importance of creating comfortable home learning spaces, considering it essential for students' academic success. Parents established peaceful areas at home for their children to study and prevented disturbances, ensuring the study environment was organized to maintain concentration levels. Mothers observed that their children achieved better academic results after establishing study areas separated from television viewing and other distractions. The mother observed that her son achieved better grades when he had a proper study area located safely away from television and distracting activities. Students demonstrated improved academic results along with higher concentration rates because a well-designed, quiet study space played a vital role in their academic success.

### **Guidance and Assistance in Resolving Academic Difficulties:**

Parents confirmed that they actively helped their children solve academic problems. One parent explained that they assist their child's learning by spending time reviewing lessons together and clarifying unclear parts. A child's academic performance benefits substantially from personalized help provided by parents. Another mother mentioned that she assists her child by searching for alternative explanations through both online resources and printed materials to enhance his understanding. Through their assistance, parents enable their children to discover different ways of grasping concepts, thus leading to better academic performance.

### **What strategies do you use to encourage your child through school stress?**

Parents explained to their children that rest periods combined with recreational activities help students manage school-related stress after school hours. One parent mentioned that their child participates in sports activities with school friends to reduce psychological stress resulting from daily academic responsibilities. According to their personal experiences, relaxation is also achieved through activities such as watching movies or taking brief recreational walks. These activities help children build better resilience toward their school responsibilities by alleviating stress and restoring their energy levels.

Approximately 76 percent of parents reported showing willingness to engage with their children's school-related problems. One mother noted that she pays close attention when her child expresses anxious feelings about school matters. Dialogues of this kind help the child articulate internal thoughts and establish a positive emotional outlet. Through this communication method, the student is able to disclose emotional distress, thus enhancing the ability to cope with academic challenges.

A substantial number of parents also work to help their children set small, manageable goals that they can consistently achieve. One parent explained that supporting their child's goal achievement involves offering incentives for completing specific tasks, such as finishing homework. Setting goals improves children's motivation levels by fostering a sense of self-satisfaction, which in turn reduces overall stress. Children learn the value of gradual progress from parents who emphasize that continuous effort leads to success. This guidance teaches children important techniques for stress regulation, goal achievement, and maintaining a healthy balance between academic and personal life.

### **How does your emotional support affect your child's learning?**

Parents demonstrate that providing emotional support is a vital step in boosting children's self-confidence, which in turn improves their academic performance. One mother explained that she offers emotional support to her child because it helps develop both his confidence and his learning efficiency. He occasionally tells her that completing tasks successfully depends on his ability to stay focused. The emotional support system stimulates students' motivation, enabling them to concentrate better on their academic goals. His parents reassure him that encountering obstacles should never lead to giving up but instead should inspire additional attempts. Such encouragement helps the child build perseverance when facing academic challenges by fostering greater self-assurance.

Numerous responses from parent surveys indicate that children achieved significant academic growth through techniques that promote positive thinking. According to one parent, they never lose hope regardless of the severity of life's difficulties, and this attitude deeply influences their child. Children, as reported, learn most effectively by facing challenges rather than through traditional educational means alone. Parents emphasized that young minds maintain hopefulness when they receive consistent emotional support and guidance rather than allowing challenges to develop into emotional distress. One child, according to parental observation, developed a positive academic outlook due to enduring emotional backing from his parents.

Many parents also reported active involvement in engaging their children with academic activities through consistent present-day efforts. Homework assistance often involved parents joining their children during assignments to monitor their progress within appropriately timed work periods, as described by one mother. Through this assistance, children develop study strategies that help them organize academic tasks and prioritize responsibilities. Continuous parental support enables students to adhere more effectively to their academic schedules, leading to better academic outcomes.

Children find academic motivation through the strong emotional backing they receive from their parents. One parent described how their child's motivation strengthened once he recognized the consistent emotional support provided by his parents. The child's goal became not only to achieve academic mastery for himself but also to fulfill the expectations of his supportive parents. Another mother emphasized encouraging her son to seek educational opportunities rather than focusing solely on achieving high grades. Emotional support between caregivers and children thus generates powerful motivational forces, fostering students who are more autonomous, resilient, and optimistic learners.

### **Discussion of Results**

The qualitative findings of this study underscore the critical role of parental emotional support in shaping students' academic achievement. Analysis of 50 parental interviews, drawn from diverse socio-economic backgrounds, revealed recurring patterns that reflect the complex and multifaceted nature of emotional availability within educational contexts. The research design—combining both structured and unstructured interviews—enabled a nuanced exploration of how parents engage emotionally with their children and apply strategies to support their academic development.

A prominent result was that 86% of parents reported regularly inquiring about their children's academic difficulties. This behavior reflects a form of emotional *scaffolding*, which strengthens students' resilience and fosters self-confidence. Consistent parental monitoring not only

reinforces the value of academic achievement but also provides a sense of psychological security. These findings support existing literature suggesting that emotional support serves as a buffer against academic stress and enhances students' sense of learning self-efficacy.

The results also highlight the importance of maintaining open lines of communication between parents and children. Approximately 78% of participants indicated that they engage in regular conversations with their children about academic stress and school-related pressures. Such communication allows children to externalize their concerns, reducing internal stress and promoting better emotional regulation. These findings align with theoretical perspectives which assert that emotional expression and caregiver responsiveness contribute to the development of coping strategies and emotional intelligence.

Furthermore, 90% of parents stated that their emotional support had a positive effect on their children's ability to manage academic stress, particularly in the context of exams and difficult subjects. Emotional availability, therefore, functions as more than a source of comfort—it becomes a coping framework that provides students with both psychological resources and practical approaches for recovery and progress in their academic work.

Another key theme that emerged relates to the home learning environment. Parents observed that students demonstrated improved focus and academic performance when provided with quiet, organized, and distraction-free study spaces. These findings support the view that effective learning requires both supportive physical environments and psychological reinforcement. In this context, emotional support includes not only verbal and affective behaviors but also the intentional structuring of a home environment conducive to learning.

The study also identified several strategies employed by parents to help children manage academic pressure. These included integrating recreational activities, setting achievable academic goals, and offering rewards upon task completion. This integrated approach combines emotional guidance with structured behavioral reinforcement, fostering both motivation and competence. Through goal-setting and performance feedback, parents cultivated sustained engagement in their children's academic pursuits.

Importantly, a strong motivational effect emerged from consistent emotional support. Parents reported that through regular homework assistance and positive reinforcement, students began to develop intrinsic motivation and a desire for personal growth, rather than merely fulfilling external expectations. Emotional support, in this sense, contributed to the formation of self-directed learners with stronger focus and long-term academic goals.

In summary, the findings of this study reinforce the pivotal role of parental emotional availability in academic achievement. Parents who offer consistent emotional support not only help their children navigate academic challenges but also enhance their commitment to learning, self-confidence, and goal orientation. This research expands existing knowledge by illustrating how emotional support is enacted through practical strategies, open communication, environmental structuring, and motivational reinforcement. It offers a comprehensive understanding of how parental engagement positively and sustainably shapes students' learning pathways.

## **Conclusions**

This interpretive analysis explored the perspectives of 50 parents regarding the impact of their emotional involvement on their children's academic achievement. The findings confirm that students tend to perform better academically when their parents offer consistent emotional

support. Parents who encouraged persistence and conveyed that failure is not final contributed significantly to their children's self-confidence and sustained academic motivation.

The research also highlighted the importance of a distraction-free and emotionally supportive home learning environment. Such settings were found to enhance children's focus and academic performance. Additionally, 90% of parents reported using after-school recreational activities—such as sports—as a way to help their children manage school-related stress. These activities were shown to contribute to emotional regulation and renewed focus during study time.

Parents emphasized the value of being actively involved in addressing their children's academic concerns, which promoted the development of emotional communication skills and resilience in managing school pressures. Furthermore, parents who provided support in organizing study schedules and encouraged realistic goal setting reported higher levels of motivation and academic improvement in their children.

Overall, the study demonstrates that emotional support serves as a foundational force in shaping students' learning behaviors and academic success. It operates not only through affective reinforcement but also through structured guidance, emotional availability, and the creation of a positive learning environment at home.

This study addresses a critical gap in the existing literature by shifting attention toward the emotional dimensions of parental involvement, an area often overlooked compared to cognitive or instructional interventions. By examining diverse socio-economic backgrounds, the study further highlights how emotional availability transcends economic status in contributing to academic resilience and success.

Based on these findings, it is recommended that parents cultivate emotionally supportive home environments, maintain open communication about academic challenges, and foster structured study habits and realistic goal-setting practices. Schools should offer programs that raise parental awareness about the impact of emotional support on academic outcomes and provide practical tools to strengthen parent-student emotional bonds. Policymakers should prioritize the development of family engagement policies and allocate resources to initiatives that empower parents, particularly in under-resourced communities, to actively support their children's educational journeys through emotional and academic scaffolding.

### **Limitations and Future Directions**

While this study provides valuable insights into the role of parental emotional availability in children's academic achievement, several limitations should be considered. First, the sample was drawn from a selected group of schools serving the Arab sector in Israel, which may affect the generalizability of the findings to other cultural, regional, or educational settings. Second, the study relied primarily on parents' self-reported experiences, which may reflect subjective perceptions rather than external observations. Additionally, the research primarily focused on the positive impacts of emotional support and did not deeply examine potential challenges, such as the possibility of overprotection or decreased student independence. Future studies are encouraged to diversify participant samples across different socio-economic backgrounds, educational stages, and geographic regions. Incorporating a variety of data sources, including student perspectives, teacher feedback, and academic performance records, would provide a more comprehensive and nuanced understanding of how parental emotional availability influences students' academic outcomes.

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