

**PARENTAL SUPPORT, OCCUPATIONAL STATUS, AND EDUCATIONAL
BACKGROUND: PREDICTORS OF STUDENTS' ACADEMIC ACHIEVEMENT**

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ABSTRACT

Parental support, education, and occupation play a crucial role in shaping students' academic achievement. The main objective of this study is to examine the effect of parental support, occupational status, and educational background on students' overall achievement. The study employed a descriptive research design and included secondary-level students as the population. A stratified sampling design was applied, and data were collected from 397 students. The primary data were collected through a questionnaire survey. Secondary data were obtained from related books, journal articles, and previous studies. Primary data were collected in 2024. The fieldwork was conducted in 20 secondary schools of Makwanpur District, Bagmati Province, Nepal. Data were analyzed using descriptive statistics, and findings were interpreted in light of prior research. Statistical interpretation highlighted the influence of parents' literacy levels and support on student outcomes. The results showed that most parents were engaged in agriculture and household work, and students of literate parents with basic education performed better than those of highly educated parents. Furthermore, students whose parents stayed at home and regularly supported their learning demonstrated improved academic achievement. This study is beneficial for educators, policymakers, and parents as it provides insights into how parental background and involvement contribute to student success.

KEYWORDS: - Parental support, educational background, occupational status, students' achievement.

1.0 INTRODUCTION

Parental support, occupational status, and educational background are crucial predictors of students' academic achievement, as they collectively shape learning outcomes and overall development (Sengonul, 2022; Munir et al., 2023). Parental support refers to the involvement of parents in their children's education through guidance, encouragement, and monitoring of learning activities (Pusparini et al., 2022; Deen, 2023). Occupational status reflects the professional and economic position of parents, which influences access to resources and learning opportunities (Ledwaba, 2022; Munir et al., 2023). Similarly, parental education is an important

determinant of the values, aspirations, and support parents provide for their children's academic progress (Nunes et al., 2023; Bhandari & Timsina, 2024).

Globally, research shows that parental involvement positively contributes to students' academic achievement across multiple contexts (Sengonul, 2022; Piskorz-Ryń & Chikwe, 2024). In many developing countries, parents' occupation and educational background strongly influence the academic performance of their children due to resource limitations and socio-cultural barriers (Rasheed et al., 2021; Jabeen et al., 2024). In Nepal, a significant proportion of parents are engaged in agriculture and low-paying occupations, which limit their ability to provide academic resources and guidance at home (Thapa-Parajuli et al., 2025; Khanal, 2025). In Nepal, socioeconomic disparities and educational gaps remain pressing challenges that affect children's school performance (Acharya et al., 2023; Lal, 2025).

1.1 Objective of the Study

The objective of this study is to examine how parental support, occupational status, and educational background influence students' academic achievement at the secondary school level.

1.2 Significance of the Study

This study holds significance as it addresses gaps in understanding the combined role of parental support, occupation, and education in predicting academic outcomes in rural Nepal. While previous studies emphasize either parental education or involvement, few have integrated multiple dimensions to provide a holistic perspective. By filling this gap, the research contributes to localized knowledge and supports evidence-based educational planning.

1.3 Statement of the Problem

In Nepal, many parents remain engaged in agriculture and informal labor, limiting the time and resources they can dedicate to their children's education (Tamrakar, 2021; Sunam et al., 2025). Ideally, parents should provide consistent guidance, academic encouragement, and material resources to help students achieve their full academic potential (Cai & Lian, 2022; Shengyao et al., 2024). They should also actively collaborate with schools to promote children's overall development. However, socioeconomic constraints, parental illiteracy, occupational demands, and lack of awareness hinder effective parental involvement. In rural areas, cultural attitudes often discourage parental engagement in school activities (Antony-Newman, 2024). These factors combine to create persistent inequalities in student achievement. Overcoming these obstacles is essential, as sustained parental involvement enhances student motivation, self-esteem, and academic success. Addressing barriers to parental engagement ensures more equitable educational opportunities. The objective of this research is to analyze the impact of

parental support, occupational status, and educational background on the academic achievement of secondary-level students in Makwanpur District.

The study employed a descriptive research design and collected data from 386 secondary school students using stratified sampling. A structured questionnaire was used to gather quantitative data, which were later analyzed descriptively. The findings will contribute to evidence-based educational policies, practical strategies for parental involvement, and better understanding of the socio-economic dynamics affecting student achievement. Future interventions will foster inclusive educational practices and guide parents, teachers, and policymakers in strengthening student outcomes.

1.4 Research Questions

This study attempts to answer the following 3 questions:

1. How does parental support influence students' academic achievement?
2. What is the effect of parental occupational status on students' academic achievement?
3. To what extent does parental education predict students' academic success?

1.5 Delimitations of the Study

This study was delimited to descriptive design. It included only secondary-level students of Makwanpur District as respondents. Data were collected through a structured questionnaire. Only parental support, education, and occupation were analyzed as independent variables. Descriptive statistics (frequency and percent) were used for analysis.

This study is academically important as it expands knowledge on how multiple parental factors shape student achievement. Practically, it provides evidence to help parents and schools collaborate more effectively to improve educational outcomes.

2.0 LITERATURE REVIEW

The academic achievement of students is shaped not only by their personal abilities but also by the socio-economic and cultural conditions of their families. Among these conditions, parental support, occupational status, and educational background have been widely recognized as critical determinants (Munir et al., 2023; Fang et al., 2024). Parental involvement offers emotional encouragement, guidance, and practical support, while parental education and occupation influence access to resources and social capital, which in turn affect student outcomes.

The purpose of this literature review is to examine how parental support, occupational status, and educational background contribute to students' academic achievement, with an emphasis on definitions, factors, measurement, theories, and research gaps.

The study of these variables is important because improving educational achievement requires a comprehensive understanding of family-related influences. Identifying how parents' education, occupation, and support shape students' learning outcomes provides insights for educators, policymakers, and parents to design effective interventions (Kaukab, 2016; Baiti et al., 2024).

This review focuses on five major aspects: (a) definitions of parental support, occupational status, and education; (b) key factors affecting student achievement; (c) methods of measuring parental involvement and socio-economic status; (d) theoretical frameworks that explain these relationships; and (e) the impacts and patterns revealed in prior studies.

This review excludes literature that focuses only on higher education students, single-parent households, or variables unrelated to parental background such as school leadership or peer influence. Instead, it centers on parental-level predictors of secondary students' achievement.

The reviewed literature consistently shows that parental support, education, and occupation significantly shape students' academic achievement, though the degree and mechanisms of influence vary across contexts, leaving gaps that call for context-specific studies, especially in developing countries such as Nepal.

Parental support is defined as the engagement of parents in children's education through monitoring, encouragement, and collaboration with schools (Keller et al., 2021; Đukić et al., 2022). Occupational status refers to the prestige and income associated with a parent's job, which often reflects socio-economic standing (Akobi & Okeke, 2023; Hughes et al., 2024). Parental education indicates the level of formal schooling completed by parents and their ability to transfer academic values to their children (Davis-Kean et al., 2021; Balaj et al., 2021). These definitions highlight both behavioral and structural dimensions of parental influence.

Several factors influence how parental variables shape student achievement. Socio-economic conditions, family income, cultural values, and access to educational resources are key determinants. In contexts where parents are illiterate or engaged in low-income occupations, students face disadvantages such as lack of academic guidance and limited learning materials.

Parental support is commonly measured using self-report questionnaires, teacher assessments, and frequency of parental involvement in school activities. Occupational status is often measured through classification systems like the International Socio-Economic Index of Occupational Status, while parental education is measured by years of schooling or highest degree attained. Surveys are effective for large-scale analysis but may suffer from self-report biases, while observational methods provide richer insights but are resource-intensive.

Several theories provide frameworks for understanding the role of parental variables in education. Social Capital Theory (Coleman, 1988) emphasizes the value of parental networks and involvement in schools. Cultural Capital Theory (Bourdieu, 1986) highlights how parents' education transmits cultural knowledge that benefits children academically. Social Reproduction Theory (Bowles & Gintis, 1976) explains how parental occupation and education perpetuate class-based inequalities in education. These theories collectively explain the multifaceted role of parents in shaping academic achievement.

Research consistently demonstrates that higher parental education correlates with better academic performance among children. Parental involvement enhances motivation, self-confidence, and discipline in students (Deysolong, 2023; Elshanum, 2024). Conversely, low occupational status and limited parental support often restrict educational opportunities, especially in resource-poor contexts (Van- Zyl et al., 2021; Rajabi et al., 2025).

While most studies affirm the positive effect of parental involvement, some suggest variations across cultures and socio-economic groups. For instance, East Asian families emphasize home-based learning support more than direct school participation (Liu, 2021; Kim, 2024), whereas Western contexts value active school engagement (Jimerson & Chen, 2022; Puranitee et al., 2022). Moreover, some studies indicate that highly educated parents may have less time to engage with children compared to less educated but more available parents.

Despite extensive research, gaps remain in understanding the combined effect of parental support, occupation, and education. Much of the existing literature originates from Western contexts, leaving developing countries underexplored. Moreover, most studies focus on parental involvement or socio-economic status rather than integrating both dimensions.

Trends across the literature show increasing recognition of the role of parental engagement in diverse forms—home support, school participation, and provision of resources. Another pattern is the strong correlation between parental education and students' aspirations, especially in urban areas. Recent studies also emphasize that parental influence interacts with school and community contexts to shape outcomes.

The literature demonstrates that parental support, occupational status, and education are vital predictors of students' academic achievement. Definitions highlight both behavioral and structural elements, while theories provide socio-cultural and economic explanations.

The findings imply that improving student achievement requires not only enhancing school quality but also empowering parents with awareness, resources, and opportunities for meaningful engagement.

Future research should explore these relationships in rural and developing contexts, examine the interaction between parental involvement and school practices, and adopt mixed-methods approaches to provide deeper insights. Overall, the reviewed literature suggests that academic success is strongly tied to parental background and involvement, yet context-specific studies remain crucial for designing policies that ensure equitable educational outcomes.

3.0 MATERIALS AND METHODS

Materials and methods included the following aspects:

3.1 Design Research

This study was conducted using a descriptive and analytical research design. The descriptive approach was employed to provide a clear understanding of the variables under study, while the analytical approach was used to examine the relationships between parental education, parental occupation, parental support, and students' academic achievement. A cross-sectional survey method was adopted to gather quantitative data from the respondents.

3.2 Population

The population of this study consisted of all secondary-level students studying in government and private schools in Makawanpur District of Bagmati Province, Nepal, along with their parents. The study specifically targeted students at the secondary level (grades 9 and 10) as well as their parents, considering them as the most relevant stakeholders for addressing the research objectives.

3.3 Sampling Design

A stratified sampling method was used to ensure proper representation of the population. Schools were first divided into strata based on type (government and private), and then students were selected proportionally from each stratum. This method was applied to capture diversity in socioeconomic background and educational environment.

3.4 Sample Size

The study sample included 397 secondary-level students selected from 20 schools across Makawanpur District. Alongside the students, their parents were also involved to provide additional data on parental education, occupation, and support. The sample size was considered

adequate to ensure statistical reliability and generalizability of the findings within the district context.

3.5 Data Collection Tools

A structured questionnaire was designed for students and parents to gather information related to parental education, occupation, and support.

3.6 Data Collection Procedures

Data were collected through field visits to the selected schools. Students were asked to complete the aptitude test under the supervision of the researcher. Simultaneously, questionnaires were distributed to students and parents, and responses were collected on the same day. The researcher explained the purpose of the study, provided clear instructions, and ensured that participants responded independently.

3.7 Variables and Measures

The dependent variable of this study was students' academic achievement, measured through the aptitude test scores across the five subjects. The independent variables included parental education (measured by the highest educational level attained), parental occupation (measured by type and category of employment), and parental support (measured through Likert-scale items in the questionnaire, such as assistance with homework, motivation, and communication about studies).

3.8 Pilot Study

A pilot study was conducted with 30 students and their parents from two schools outside the final sample to test the clarity, reliability, and validity of the research tools. Based on the feedback, minor revisions were made to the questionnaire to improve wording and comprehension. The aptitude test items were also refined for clarity and consistency with the curriculum.

3.9 Validity and Reliability

The content validity of the instruments was ensured through expert consultation with three university professors in education and psychology. Reliability of the questionnaire was measured using Cronbach's Alpha, which yielded a coefficient of 0.82, indicating strong internal consistency. The aptitude test's reliability was assessed using the parallel forms method. It was 0.84, which demonstrated consistent results.

3.10 Ethical Considerations

Ethical principles were carefully observed during the study. Informed consent was obtained from students, parents, and school authorities before data collection. Participation was voluntary, and

respondents were assured of confidentiality and anonymity. Data were used solely for academic purposes, and no personal identifiers were included in the analysis. The researcher also ensured that the testing environment was non-threatening and that respondents faced no psychological, social, or academic harm as a result of their participation.

4.0 ANALYSIS OF THE DATA

Data were analyzed based on the frequency and percent.

Table 1

Cross Tabulation Between Students' Fathers' Occupation and Their Achievement

Father Occupation	Less D+	D+ to C	C to C+	C+ to B	B to B+	B+ to A	A to A+	Total
Government Job	5 (1.3%)	23 (5.8%)	6 (1.5%)	0 (0.0%)	4 (1.0%)	1 (0.3%)	0 (0.0%)	39 (9.8%)
Foreign Employment	2 (0.5%)	18 (4.5%)	5 (1.3%)	5 (1.3%)	0 (0.0%)	0 (0.0%)	1 (0.3%)	31 (7.8%)
Labor & Daily Wages	16 (4.0%)	33 (8.3%)	17 (4.3%)	11 (2.8%)	6 (1.5%)	3 (0.8%)	0 (0.0%)	86 (21.5%)
Agriculture	46 (11.5%)	70 (17.5%)	40 (10.0%)	16 (4.0%)	5 (1.3%)	5 (1.3%)	0 (0.0%)	182 (45.5%)
Business	8 (2.0%)	22 (5.5%)	18 (4.5%)	3 (0.8%)	4 (1.0%)	4 (1.0%)	0 (0.0%)	59 (14.8%)
Total (N)	77 (19.3%)	166 (41.5%)	86 (21.5%)	35 (8.8%)	19 (4.8%)	13 (3.3%)	1 (0.3%)	397 (100%)

The percentages for a total of 397 students reveal that the largest proportion of students (41.5%) achieved within the D+ to C range, while 21.5% scored in the C to C+ range. This suggests that the majority of students are concentrated in the average and below-average achievement categories. Parents engaged in agriculture (45.5%) and labor and daily wage work (21.5%) dominate the occupational profile, highlighting the rural and agrarian context of the district. In contrast, only 9.8% of students came from families with government jobs and 7.8% from foreign employment backgrounds. High achievement levels (B+ to A and A to A+) were relatively rare across all occupational groups, collectively representing less than 4% of the sample. These findings suggest that students whose parents have limited professional and economic resources are more likely to cluster in lower performance categories, whereas parental support and availability appear to be more critical than higher educational qualifications or prestigious occupations in predicting academic success.

Table 2

Cross Tabulation Between Students' Mothers' Occupation and Their Achievement

Mother Occupation	Less D+	D+ to C	C to C+	C+ to B	B to B+	B+ to A	A to A+	Total
Government Job	3 (0.8%)	4 (1.0%)	5 (1.3%)	2 (0.5%)	2 (0.5%)	1 (0.3%)	0 (0.0%)	17 (4.3%)
Foreign Employment	0 (0.0%)	3 (0.8%)	2 (0.5%)	2 (0.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (1.8%)
Labor & Daily Wages	2 (0.5%)	5 (1.3%)	3 (0.8%)	2 (0.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	12 (3.0%)
Agriculture & Housewife	68 (17.1%)	131 (33.0%)	64 (16.1%)	28 (7.1%)	13 (3.3%)	11 (2.8%)	1 (0.3%)	316 (79.6%)
Business	4 (1.0%)	19 (4.8%)	13 (3.3%)	2 (0.5%)	3 (0.8%)	1 (0.3%)	0 (0.0%)	42 (10.6%)
Total (N)	77 (19.4%)	162 (40.8%)	87 (21.9%)	36 (9.1%)	18 (4.5%)	13 (3.3%)	1 (0.3%)	397 (100%)

The cross-tabulation with a total of 397 students confirms that the majority of mothers (79.6%) were engaged in agriculture and household work, and their children represented the largest portion across all achievement levels. About 40.8% of students fell in the D+ to C category, while 21.9% scored in the C to C+ range, indicating that most students performed at average or below-average levels. Students whose mothers were employed in government jobs (4.3%), business (10.6%), or foreign employment (1.8%) were fewer in number, yet they generally achieved relatively higher results compared to children of mothers in agriculture or labor occupations. High achievement levels (B+ to A and A to A+) remained rare, comprising less than 4% of the sample. These results suggest that maternal occupation significantly impacts students' academic performance, with children of mothers engaged in agriculture and household duties tending to achieve lower scores, likely due to limited resources and parental availability.

Table 1

Cross Tabulation Between Students' Mothers' Education and Their Achievement

Mother Education	Less D+	D+ to C	C to C+	C+ to B	B to B+	B+ to A	A to A+	Total
Illiterate	8 (2.0%)	9 (2.3%)	6 (1.5%)	2 (0.5%)	6 (1.5%)	4 (1.0%)	0 (0.0%)	35 (8.8%)
Only Literate	30 (7.6%)	85 (21.4%)	32 (8.1%)	9 (2.3%)	3 (0.8%)	3 (0.8%)	0 (0.0%)	162 (40.8%)

8 Class Pass	9 (2.3%)	23 (5.8%)	18 (4.5%)	7 (1.8%)	2 (0.5%)	1 (0.3%)	1 (0.3%)	61 (15.4%)
10 Class Pass	22 (5.5%)	40 (10.1%)	25 (6.3%)	12 (3.0%)	5 (1.3%)	2 (0.5%)	0 (0.0%)	106 (26.7%)
12 Class Pass	5 (1.3%)	4 (1.0%)	4 (1.0%)	3 (0.8%)	1 (0.3%)	2 (0.5%)	0 (0.0%)	19 (4.8%)
Bachelor Pass	2 (0.5%)	1 (0.3%)	1 (0.3%)	2 (0.5%)	1 (0.3%)	1 (0.3%)	0 (0.0%)	8 (2.0%)
Master Pass	1 (0.3%)	1 (0.3%)	1 (0.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (0.8%)
Total (N)	77 (19.4%)	159 (40.1%)	85 (21.4%)	35 (8.8%)	18 (4.5%)	13 (3.3%)	1 (0.3%)	397 (100%)

This table shows that most mothers had only basic literacy (40.8%) or completed 10th grade (26.7%), highlighting a moderate level of maternal education among the sample. Students whose mothers were illiterate or only literate tended to cluster in the lower achievement categories, especially in D+ to C and C to C+ ranges, indicating limited maternal educational support at home. High academic achievement (B+ to A and A to A+) remained rare across all maternal education levels, collectively comprising less than 5% of students. Children of mothers with higher education, such as Bachelor or Master degrees, had slightly better academic outcomes, although these groups were very small in number. Overall, the data suggest that maternal educational background significantly influences students' academic performance, with higher maternal education associated with better achievement, while lower maternal education corresponds to greater concentration in average and below-average performance levels.

Table 2

Cross Tabulation Between Students' Fathers' Education and Their Achievement

Father Education	Less D+	D+ to C	C to C+	C+ to B	B to B+	B+ to A	A to A+	Total
Illiterate	3 (0.8%)	2 (0.5%)	2 (0.5%)	0 (0.0%)	1 (0.3%)	2 (0.5%)	0 (0.0%)	10 (2.5%)
Only Literate	28 (7.1%)	69 (17.4%)	26 (6.5%)	10 (2.5%)	5 (1.3%)	3 (0.8%)	1 (0.3%)	142 (35.8%)
8 Class Pass	19 (4.8%)	37 (9.3%)	26 (6.5%)	8 (2.0%)	3 (0.8%)	1 (0.3%)	0 (0.0%)	94 (23.7%)
10 Class Pass	19 (4.8%)	39 (9.8%)	22 (5.5%)	8 (2.0%)	5 (1.3%)	3 (0.8%)	0 (0.0%)	96 (24.2%)

12 Class	4	9	9	5	2	1	0	30
Pass	(1.0%)	(2.3%)	(2.3%)	(1.3%)	(0.5%)	(0.3%)	(0.0%)	(7.6%)
Bachelor	3	3	0	1	2	2	0	11
Pass	(0.8%)	(0.8%)	(0.0%)	(0.3%)	(0.5%)	(0.5%)	(0.0%)	(2.8%)
Master Pass	2	4	2	2	0	1	0	11
	(0.5%)	(1.0%)	(0.5%)	(0.5%)	(0.0%)	(0.3%)	(0.0%)	(2.8%)
M.Phil./PhD	0	0	0	1	0	0	0	1
	(0.0%)	(0.0%)	(0.0%)	(0.3%)	(0.0%)	(0.0%)	(0.0%)	(0.3%)
Total (N)	77	164	85	35	18	13	1	397
	(19.4%)	(41.3%)	(21.4%)	(8.8%)	(4.5%)	(3.3%)	(0.3%)	(100%)

The table indicates that most fathers had only basic literacy (35.8%) or completed 10th grade (24.2%), showing a moderate level of paternal education within the sample. Students whose fathers were illiterate or only literate mostly clustered in the D+ to C and C to C+ achievement ranges, reflecting limited academic support at home. Children of fathers with higher education (Bachelor, Master, or PhD) were fewer but generally achieved slightly better results, although high achievement (B+ to A and A to A+) remained rare overall. The table also shows that fathers with 8th or 10th-grade education contributed to a substantial portion of the students' average-level performance. Overall, the data suggest that paternal education is positively associated with students' academic outcomes, with higher paternal educational levels linked to better achievement, while lower paternal education correlates with a concentration in average or below-average achievement categories.

Table 3

Cross Tabulation Between Students' Fathers' Support and Their Achievement

Answer	Less D+	D+ to C	C to C+	C+ to B	B to B+	B+ to A	A to A+	Total
Yes	50 (12.6%)	111 (28.0%)	59 (14.9%)	22 (5.5%)	11 (2.8%)	10 (2.5%)	1 (0.3%)	264 (66.5%)
No	27 (6.8%)	53 (13.3%)	26 (6.5%)	13 (3.3%)	7 (1.8%)	3 (0.8%)	0 (0.0%)	129 (32.5%)
Total (N)	77 (19.4%)	164 (41.3%)	85 (21.4%)	35 (8.8%)	18 (4.5%)	13 (3.3%)	1 (0.3%)	397 (100%)

The cross-tabulation with 397 students indicates that most students (66.5%) reported receiving active support from their fathers in their studies. These students were more concentrated in higher achievement categories, with 14.9% in C to C+, 5.5% in C+ to B, and 2.8–2.5% in B+ to A ranges, while only a small portion (12.6%) fell into the lowest achievement category (Less

D+). Conversely, students who did not receive paternal support (32.5%) were more likely to cluster in lower achievement ranges, such as Less D+ (6.8%) and D+ to C (13.3%), indicating limited academic guidance. High achievement (A to A+) remained rare overall, but paternal support clearly correlates with improved academic outcomes, showing that active involvement of fathers in students' learning positively impacts performance across all subjects.

Table 4

Cross Tabulation Between Students' Parents (Mother) Support and Their Achievement

Answer	Less D+	D+ to C	C to C+	C+ to B	B to B+	B+ to A	A to A+	Total
Yes	61 (15.4%)	113 (28.5%)	61 (15.4%)	26 (6.5%)	12 (3.0%)	8 (2.0%)	1 (0.3%)	282 (71.0%)
No	16 (4.0%)	51 (12.9%)	24 (6.0%)	9 (2.3%)	6 (1.5%)	5 (1.3%)	0 (0.0%)	111 (28.0%)
Total (N)	77 (19.4%)	164 (41.3%)	85 (21.4%)	35 (8.8%)	18 (4.5%)	13 (3.3%)	1 (0.3%)	397 (100%)

The table shows that most students (71%) received active academic support from their mothers, and these students were more concentrated in middle and higher achievement categories. Specifically, students with maternal support had higher representation in C to C+ (15.4%), C+ to B (6.5%), and B to B+ or B+ to A ranges (3.0% and 2.0%), while only a small portion (15.4%) fell into the lowest achievement category (Less D+). Students without maternal support (28%) tended to cluster in the lower achievement categories such as Less D+ (4.0%) and D+ to C (12.9%), indicating limited academic guidance. Overall, maternal involvement in their children's studies is strongly associated with better academic outcomes, highlighting those supportive mothers contribute significantly to improving students' performance across all subjects.

5.0 CONCLUSION

The purpose of this study is to examine the influence of parental support, occupational status, and educational background on students' academic achievement and to determine which parental factors most significantly predict student performance. The research questions focus on whether parental education and occupation affect students' achievement and whether parental support contributes to improved academic outcomes. Based on data collected from 397 secondary-level students across 20 schools in Makwanpur District, the findings reveal that parental support both from mothers and fathers plays a more decisive role in academic success than occupational prestige or educational qualifications alone. Students receiving active parental involvement consistently achieve higher results across all subjects, while those lacking such support tend to cluster in average or below-average achievement categories. Maternal and paternal education

show a positive correlation with student performance, but high achievement remains uncommon, suggesting that educational background alone is insufficient without active parental engagement. Theoretically, these findings reinforce socio-cultural and family systems perspectives that emphasize parental involvement as a critical factor in educational outcomes. Practically, the results underscore the need for programs that promote active parental participation in students' learning, particularly in rural and resource-limited contexts. The study is limited by its cross-sectional design and focus on a single district, which may affect the generalizability of the results. Future research could explore longitudinal impacts of parental involvement and examine interventions to enhance parental engagement across diverse socio-economic settings. Overall, this study highlights the pivotal role of parental support in shaping academic achievement and calls for educational strategies that empower parents to actively contribute to their children's learning.

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