

Parental Investment in the Adolescent Schooling Process

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Abstract: This scientific study investigates the various forms of parental investment exhibited by parents of middle school students, The research sample comprised (25) parents both mothers and fathers, selected from (20) middle schools located in the city of Guelma, Data collection was conducted through observational methods and semi structured interviews directed at the parents, The findings of this study reveal multiple forms of parental investment within the educational process, including: regular communication with the school, assistance provided to children with their homework, the establishment of a supportive and conducive home learning environment, consistent monitoring of children's progress, expressed satisfaction with academic outcomes, application of pressure on children to achieve academically, and engagement in private tutoring services.

Keywords: Parental investment; Parents; Schooling; Adolescent.

ملخص: يهدف هذا البحث العلمي إلى محاولة التعرف على مظاهر الاستثمار الوالدي عند الأولياء الأمور تلاميذ مرحلة المتوسط، من خلال عينة دراسة شملت (25) ولي أمر أم وأب، تم رصدهم من (20) متوسطة في مدينة قالمة، وتم اعتماد كل من الملاحظة والمقابلة النصف موجهة لجمع البيانات موجه لأولياء الأمور (الوالدين)؛ من خلال هذا العمل توصلنا لنتائج دراسة التي تقول أن مظاهر الاستثمار الوالدي في عملية التمدريس هم: التواصل مع المدرسة، المساعدة في أداء الواجبات المدرسية، توفير بيئة داعمة في المنزل، الرقابة على الأبناء، الرضا عن النتائج الدراسية للأبناء، الضغوطات الممارسة على الأبناء المتعلقة بالتحصيل الدراسي، الدروس الخصوصية.

الكلمات المفتاحية: الاستثمار الوالدي؛ أولياء الأمور؛ التمدريس؛ المراهق.

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1- Introduction

The process of schooling, commonly known as formal education, represents a structured and systematic framework through which knowledge, skills, and values are transmitted to individuals. It constitutes a critical phase in human development, significantly contributing to the formation of personality and the shaping of an individual's future. As a foundational pillar of societal progress and personal advancement, schooling marks the initial stage in which students embark on academic learning and develop essential competencies needed to navigate life's complexities.

This educational process unfolds in a sequence of interconnected stages, starting with student enrollment in academic institutions, followed by the delivery of standardized curricula, and concluding with assessment procedures and examinations that evaluate levels of comprehension and academic performance.

Education today has transcended its traditional role as a vehicle for information transfer. It now embodies a comprehensive developmental endeavor aimed at cultivating a multidimensional student identity. It not only involves the acquisition of theoretical concepts but also fosters the development of analytical and evaluative thinking, empowering students to process information critically and independently. Furthermore, it instills social and ethical values that serve as the foundation for building cohesive and resilient communities.

In the context of accelerated global transformations, the significance and complexity of schooling have markedly increased. Students are now expected to navigate varied learning environments, both physical and digital, and to cultivate competencies in self-regulated learning, teamwork, and effective communication. Beyond academic instruction, schooling contributes meaningfully to the formation of students' identities by promoting the exploration of individual talents and interests and by fostering a sense of self-efficacy and confidence. Students are not merely recipients of disciplinary knowledge; they are actively engaged in learning how to learn, how to reason, and how to interact constructively with others.

Ultimately, schooling constitutes a continuous and dynamic process dedicated to preparing a generation equipped to address future challenges. It seeks to endow learners with the intellectual, practical, and ethical tools necessary for lifelong success. Recognizing the central role of education in human and societal development is crucial for the improvement of educational systems and the enhancement of both academic achievement and social integration. This understanding directly supports the attainment of targeted pedagogical goals and contributes to sustainable development and effective civic participation.

The schooling process is composed of several core elements that function synergistically to realize these outcomes. A detailed explanation of these components follows:

- **Teacher:** As the foundational pillar of the educational process, the teacher bears the responsibility of guiding students and equipping them with the requisite knowledge and skills. This role demands not only pedagogical competence and subject-matter expertise but also the ability to communicate effectively with students in a manner that fosters intellectual curiosity and facilitates meaningful learning experiences.

- **Learner:** At the heart of the educational process lies the learner, around whom the entire system is designed and implemented. Educational strategies must be tailored to meet the learner's individual needs, capacities, and learning styles. Active engagement and motivation are essential, as the learner must assume a proactive role in acquiring and internalizing knowledge.
- **Educational Content:** Referring to the instructional material presented to students, educational content must be carefully aligned with learners' developmental levels and academic needs. It should be both comprehensive and systematically organized to enhance conceptual understanding and facilitate long-term retention of knowledge.
- **Teaching Methods:** These encompass the instructional strategies adopted by educators to deliver educational content. Such methods should be diversified to accommodate varied cognitive styles and to foster active participation and interaction among students. Effective teaching methods are instrumental in transforming theoretical content into accessible and engaging learning experiences.
- **Educational Objectives:** These represent the intended learning outcomes that educators strive to accomplish through instructional activities. Objectives must be clearly defined, specific, and measurable. Furthermore, they should be directly aligned with both curriculum standards and the developmental needs of the student population.
- **Assessment:** The systematic process of evaluating whether educational objectives have been met. Assessment procedures should be inclusive, transparent, and unbiased. Beyond serving as a performance measurement tool, assessment provides critical feedback that informs students of their progress and offers educators insights for refining instructional practices.
- **Learning Environment:** The physical and psychological context in which learning occurs, whether in traditional classroom settings or alternative educational spaces. A conducive learning environment must be safe, supportive, and resource-rich, offering students the tools and atmosphere necessary for effective learning and academic engagement.
- **Parents** are an integral part of the educational process, and their role is vital to its success. The schooling experience cannot be confined within the walls of the classroom, for parents constitute a fundamental pillar in this journey, with their influence extending from the moment of birth to the advanced stages of education. Their role is tangibly manifested in the investment they make in creating a supportive home environment for learning, which is classified as an environmental and temporal investment. This role is not limited to merely providing an appropriate space for study or supplying the necessary material tools and resources. It encompasses the effective management of time and the establishment of domestic rules that prioritize academic obligations—such as designating specific periods for homework completion and minimizing potential distractions. Parents' ongoing monitoring of their children's academic performance—whether through direct supervision of homework at home or consistent communication with the school—serves to instill a deep sense of responsibility in the student. Such vigilant supervision does not represent the mere execution of a parental duty; it embodies the principle known as Parental Monitoring, which cultivates intrinsic motivation within children and propels them toward

excellence and achievement. Beyond procedural and material support, parents deliver indispensable emotional and social support—referred to as emotional capital. Their contribution transcends logistical aspects and extends to the transmission of emotional and moral encouragement to their children. This encompasses the following:

- **Instilling values and behaviors:** Parents serve as the primary role models for their children. By consistently demonstrating the significance of knowledge and education and by encouraging reading and exploration, they convey a compelling implicit message regarding the perception of education as a “culture,” rather than a “burden.”
- **Developing higher-order thinking skills:** Parents play a crucial role in fostering critical thinking and problem-solving abilities by engaging in meaningful family discussions and participating in extracurricular cultural activities.
- **Promoting psychological adjustment:** Parents offer essential emotional support, enabling children to confront academic challenges (such as test anxiety or social issues). This emotional backing is instrumental in developing self-confidence and improving students’ psychological adaptation to school, with a positive effect on focus and academic performance.

In parallel, the establishment of academic expectations—referred to as cultural capital—is another fundamental aspect of parental involvement. Parents contribute to defining clear and suitable academic expectations. When parents set high, yet attainable, expectations, they often motivate their children to exert greater effort. This constitutes a form of cultural investment through which intellectual values are transmitted from parent to child, reinforcing the conviction that education is a crucial driver for social and future success.

Parents function as “managers of the educational environment” within the home. They are responsible not only for ensuring the availability of material and temporal resources (material and time investment) but, even more importantly, for cultivating intrinsic motivation and essential values (emotional and cultural investment). Thus, parental involvement becomes a decisive variable in determining a student’s ability to translate educational opportunities into tangible academic achievement. As the initial role models for their children, parents must demonstrate the value of knowledge and foster a spirit of reading and exploration. This assertion finds support in both theoretical constructs and empirical research, which should be cited to substantiate this perspective. For instance, the theoretical framework of parental investment has been articulated as follows:

- Poncelet and Francis (2010) stress that parental investment comprises two primary dimensions: home involvement (attention to school life and supervision of homework) and school involvement (communication with the school and participation in school activities).
- Epstein (1995) delineated parental involvement into six domains: home-based educational practices, school–family communication, volunteering and participation in school activities, home supervision of school-related matters, decision-making participation, and collaboration with the community.
- These theoretical models underscore the comprehensive scope of parental investment, which extends beyond academic support to encompass emotional and social assistance.

Findings from previous empirical studies reveal the following:

- The study conducted by Zghina Nawel (2008) identified a positive correlation between the educational attainment of parents, marital stability, and their children's academic achievement. Furthermore, the findings indicated that favorable financial circumstances facilitate the fulfillment of educational requirements—such as access to private lessons—while a smaller family size contributes to improved academic performance.
- Research by Manna and Khanqani (2016) demonstrated the significant influence of parents in shaping their children's academic pathways and school orientation. This influence is particularly prominent when parents themselves possess a high level of education, thereby reinforcing the concept of cognitive investment.
- Conversely, Bouz and Hajjaj (2013) found no significant relationship between parenting styles (acceptance/rejection) and academic adjustment, except in relation to the teacher. This result highlights a relative inconsistency in the literature (as previously noted by Poncelet and Francis), underscoring the necessity for further research to pinpoint the most influential parental dimensions.
- The study by Belabbas and Sebaoun (2024) affirmed the effectiveness of parental accompaniment, motivation, support, and financial contribution in increasing the likelihood of academic success, thus corroborating the central hypotheses associated with parental investment.

Theoretical and empirical literature consistently affirm that parental investment—emotional, educational, financial, and temporal—represents a pivotal factor in promoting academic achievement. Nevertheless, there remains an imperative to delineate the specific patterns and mechanisms that parents employ within distinct social contexts (such as Algerian society), particularly during adolescence, a stage characterized by significant developmental changes and a pronounced drive for autonomy.

Based on the preceding discussion, the scientific inquiry or research problem is articulated as follows: **What are the manifestations of parental investment in the schooling process of adolescents**

1.1- Theoretical Framework

1.2- Operational Definitions of Variables:

- **Parents:** Operationally defined as the individuals who respond to the interview instrument, including either the father, the mother, or both (with one acting as the family's representative). The characteristics of these respondents are specified by the following demographic indicators:
 1. Gender: Male or female, to establish whether the respondent is the father or the mother.
 2. Age: The chronological age of the respondent.
 3. Educational level and profession: To determine the parental background relevant to the investment in their child's education.
- **Adolescence:** Defined operationally as the age group to which the son or daughter—the recipient of parental investment—belongs. This is determined by the child's age, as recorded in the demographic data, within the generally accepted range for adolescence (typically 12 to 18 years), or by educational level corresponding to this age span (middle and secondary school).

- **Parental Investment:** Denotes the aggregate of observable behaviors and practices enacted by parents in support of their adolescent children's education. This construct is measured through the following seven dimensions explored in the interview:
 1. Communication with the school: Frequency of attending parent meetings and direct contact with teachers.
 2. Homework assistance: Regular notebook review and direct academic support provided at home.
 3. Providing a supportive environment: Ensuring the availability of educational materials, cultivating a positive atmosphere for learning, and allocating appropriate time for rest and recreation.
 4. Monitoring: Ongoing supervision and daily review of the child's lessons.
 5. Satisfaction and evaluation: Level of satisfaction with the child's academic average, assessment of effort, and the academic priorities set by parents.
 6. Applied pressure: Implementation of rewards or punishments, peer comparisons, and perceived pressure to attain high grades.
 7. Private tutoring: Parental attitudes toward tutoring, the number of subjects involved, and criteria used in tutor selection.
- **Schooling Process:** Defined operationally as the present academic and educational status of the student, inferred through the following demographic and evaluative indicators within the interview:
 1. Children's educational level: The academic stage or grade in which the child is currently enrolled.
 2. Perceived academic performance: The child's average grade, as evaluated by the parent in section five.
 3. Behaviors related to schooling: Parental follow-up on homework and the necessity of private tutoring.

1.2.1- The Concept of Parents:

Psychology defines "parents" as the individuals responsible for the upbringing and care of a child from birth until the child reaches adulthood. Parents are a source of love, care, and nurturing for the child and play a significant role in shaping the child's personality and preparing them for life (Ghanem, 2022, p. 297).

There is no doubt that they play numerous essential roles and engage in many practices that contribute to the success of the educational process, including providing care, attention, guidance, education, and upbringing, topics we will explore in the following section

1.2.2- The Concept of Parental Investment in the Schooling Process:

According to Poncelet D and Francis V (2010), the concept of parental investment comprises two primary dimensions: involvement at home and involvement at school. Home-based involvement encompasses, on the one hand, the interest parents demonstrate in their children's school experiences, this includes communication between parents and children concerning school-related matters, classroom activities, peers, and so forth, and, on the other hand, the supervision of academic tasks at home, such as monitoring homework, assisting with lesson recitation, and supporting documentary research.

Parental involvement at the school level is likewise divided into two forms of engagement. The first pertains to the degree of communication between parents and school

personnel regarding their child's academic progress. This may occur through formal or informal channels, whether via scheduled group or individual meetings initiated by the school or requested by the parents. The second form involves direct participation in school-related life, which includes engagement in events such as celebrations, extracurricular activities, field trip supervision, and volunteering efforts (Poncelet D & Francis V, 2010, p. 45).

Parental investment is manifested through a diverse set of parental practices commonly referred to as parental investment strategies within the schooling context. These practices include creating a supportive educational environment, by providing books and necessary school supplies, arranging a designated study area at home, and helping children organize their time efficiently.

Other forms of involvement include supervising homework by reviewing assigned tasks, offering assistance in problem-solving, and encouraging academic persistence. Communication with educators also plays a significant role, such as attending scheduled meetings and discussing the child's academic performance with teachers. Equally important is the provision of emotional support, expressing love, offering reassurance, building trust, and helping children overcome challenges (Epstein, 1995, p. 10).

Material support constitutes another essential element of parental investment. This includes the provision of educational resources such as books and tools, ensuring transportation to and from school, and supplying appropriate clothing. Parents also invest their time and attention through meaningful interactions, discussing school experiences with their children, helping with homework tasks, and attending school-related events. Expressions of emotional support, such as creating a secure and nurturing home environment and consistently showing affection and appreciation, are fundamental aspects as well (Hoover & Sandler, 1997, p. 55).

The study of parental investment takes on particular significance during adolescence, a developmental phase characterized by increasingly complex academic and social demands. Although this stage is marked by a quest for independence, parental support remains an essential influence on shaping adolescents' attitudes toward schooling and fostering their motivation to achieve educational success.

1.3- Theorists' Perspectives on the Process of Parental Investment

Parental engagement in their children's educational journey represents a foundational component contributing to academic achievement. This engagement extends far beyond the mere supervision of schoolwork. It entails the establishment of a substantive partnership between the home and the educational institution, one rooted in meaningful communication and continuous interaction.

The conceptual scope of this involvement exceeds the narrow interpretation limited to academic oversight; it equally encompasses the emotional and social support that parents provide. A child who perceives the consistent presence and concern of their parents tends to exhibit greater self-confidence and a heightened willingness to participate in the learning process.

Nevertheless, establishing an effective partnership necessitates a deep understanding of the dynamics that govern the relationship between the home and the school, alongside a well-defined delineation of the responsibilities assigned to each party. Sustained communication between parents and teachers is essential for the exchange of information and perspectives, as well as for addressing the challenges students may encounter. Such communication should also facilitate collaboration in formulating educational plans and defining the learning objectives to be pursued by the student.

Parental involvement is not limited to the early phases of formal education; rather, it persists into the more advanced stages of a student's academic journey. At these later stages, the role of parents becomes especially critical in supporting their children as they make decisions regarding their academic trajectories and future career paths. In light of this, the definition of parental investment may be expanded to encompass the engagement of parents in all educational and developmental dimensions of their child's life.

Sui-Chi and Willms (1996), for example, conceptualize parental involvement through four dimensions: the frequency of discussions between parents and children at home, the extent of communication between the family and the school, the level of supervision exercised at home, and the degree of parental participation in school life.

Deslandes (2004) characterizes parental involvement as comprising a collection of behaviors, including the preparation of the child for school and their reception upon returning home, supervision and monitoring of their academic activities, active participation in educational tasks, contributions to the child's motivation, engagement with the school environment, volunteering within the school setting, and participation in committees, meetings, and general school assemblies.

Epstein (1995) proposes a six-category framework to classify parental involvement, including:

- (1) Home-based educational practices (such as operational routines);
- (2) The quality and frequency of communication between the school and the family;
- (3) Volunteering or participation in school-organized activities;
- (4) Supervision of academic responsibilities at home;
- (5) Engagement in decision-making processes;
- (6) Collaboration with the broader community (Poncelet D & Francis V, 2010, p. 44).

Given the limited number of studies that operationalize this concept in practice, and in light of the findings reported by the aforementioned scholars, it is important to note that the variables measured vary considerably across different studies. As a result, the observed inconsistencies in research outcomes concerning the influence of parental involvement on both cognitive and motor learning indicators are to be expected.

1 - Types of Parental Investment

Parental investment in the schooling process can be categorized into several distinct forms, as outlined below:

1.1- Emotional Investment:

Emotional investment pertains to the care and emotional support that parents provide to their children. It includes the following elements:

- Expression of love and care: Parents demonstrate their affection and encouragement by expressing positive sentiments to their children, such as "I love you" or "I'm proud of you." They also dedicate time to shared activities that their children enjoy.
- Providing moral support: Parents convey attentiveness by listening to their children and offering emotional reassurance. Additionally, they foster a secure atmosphere in which children feel at ease expressing their thoughts and emotions.
- Building trust: Trust is cultivated through the fulfilment of promises and the respect of children's personal boundaries. Parents also reinforce their confidence in their children's abilities.

- Developing coping skills: Parents assist their children in developing mechanisms to manage emotional and situational challenges. They provide support and guidance when children face difficulties.

1.2-Educational Investment

Educational investment encompasses the efforts undertaken by parents to enhance their child's academic progress. It includes the following practices:

- Communication with the school: This involves attending parent-teacher conferences, engaging in discussions with teachers, and taking part in school events.
- Assisting with schoolwork: Parents provide guidance with academic assignments and support the development of independent learning strategies.
- Providing a supportive home environment: Parents create a learning-friendly atmosphere by ensuring the availability of a dedicated study area and consistently affirming the value of education.

1.3- Financial Investment

This form of investment refers to the financial contributions made by parents toward their child's education. It includes the purchase of textbooks and school supplies, the payment of school fees, and the provision of supplementary educational experiences.

1.4-Time Investment

Time investment involves the allocation of sufficient time by parents to engage with their children, maintain communication, and monitor developmental progress. It includes discussing school-related matters, spending time together at home, and participating in activities related to the school.

1.5- Social Investment

Social investment refers to parents' efforts to establish connections between their child and individuals who may contribute positively to the child's educational experience. It involves becoming acquainted with the child's teachers and peers and facilitating access to educational opportunities.

These various forms of parental investment play a pivotal role in promoting academic achievement. Research has demonstrated that students who benefit from robust parental support across multiple educational domains exhibit stronger academic performance (Dearing et al., 2006, pp. 20–22).

Nevertheless, it is essential to recognize that, irrespective of the existence of these strategies and types of investment, several factors influence the degree to which parental investment is realized. These include individual variables such as parental education level, socioeconomic status, and cultural context. Social variables are also significant, including life stressors and challenges, as well as school-related factors such as school culture, institutional capacity to engage with families, prevailing societal expectations, and state-sponsored programs (Abou Al-Nasr, 2022, p. 221).

1.4- Overview of Selected Previous Studies on Parental Investment in the Schooling Process

Previous studies, both empirical and theoretical, serve as a critical foundation in psychological and educational research. The subject of parental investment has garnered extensive academic interest, as illustrated in the work of Zghina Nawal (2008), in a study entitled *"The Role of Family Social Conditions in Children's Academic Achievement."* This

research sought to examine the relationship between the family's social circumstances and students' academic performance.

It also aimed to propose a framework through which families, regardless of their socioeconomic status, could enhance their role in supporting educational success by adapting their environment to better suit their children's academic needs. Moreover, the study aimed to contribute to the cultivation of well-adjusted individuals capable of assuming social responsibility and addressing contemporary societal challenges.

The research was empirical in nature and involved a sample of 320 students from various middle schools in the municipality of Batna. Data were collected through direct observation, structured interviews, and questionnaires, and the study employed a descriptive-analytical methodology. The results indicated a positive correlation between the parents' educational level and awareness, and the academic performance of their children. Additionally, marital stability was shown to create a supportive environment conducive to academic achievement.

The study also found that the parents' occupational status did not significantly influence academic success, as professional status is not inherited. Furthermore, children from financially stable families, who were able to provide for essential living and educational needs, including private tutoring, demonstrated higher academic performance. Smaller families, particularly those with adequate housing and stable income, were associated with improved academic outcomes. In contrast, children living in overcrowded and inadequate housing conditions with a large number of family members experienced hindered academic performance, while the reverse held true under better conditions (Wanjen, 2017, pp. 24–26).

Another pertinent study was conducted by Abdallah Labouz and Omar Hadjadj (2013), titled "*The Relationship Between Parenting Styles and Student Adjustment at School – A Field Study in Several Secondary Schools in the City of Ouargla.*" The objective of this research was to explore the nature of the relationship between parenting styles and students' adjustment within the school environment. The study also sought to highlight the reality of familial and institutional roles in the Algerian context, and their impact on forming responsible citizens through intentional educational practices, wherein adults consciously transmit cultural and moral values in a humane manner to influence future generations.

The study sample included second-year students enrolled in both general and technical education tracks from five secondary schools. The research utilized two measurement instruments. The first was the Parental Behavior Checklist, originally developed by S. Shaffer and subsequently adapted for the Arab context by Salah Eddine Abu Nahiya and Rachad Abdelaziz Moussa.

From this checklist, two dimensions were identified: parental acceptance and rejection, comprising a total of 30 items. The second instrument was the School Adjustment Scale, authored by M. B. Youngman and adapted for Arab contexts by Hussein Abdelaziz Darni. This scale included 34 items across three domains: diligence, compliance, and the student-teacher relationship.

A descriptive research methodology was adopted, deemed appropriate for the study's objectives. The results revealed no statistically significant correlation between parenting styles and students' academic adjustment. Similarly, no associations were found between parenting styles and the dimensions of diligence or compliance. However, a relationship was identified between parenting styles and the quality of the student-teacher relationship.

Another study was undertaken by Manaa Nour Eddine and Khengani Moubarka (2016), titled *"The Role of Parents in Determining Their Children's Academic Future with Respect to Educational Guidance."* The objective of this research was to examine the influence of parental educational attainment on the academic trajectories of their children, in addition to analyzing gender-based differences and distinctions between the Science/Technology and Humanities academic tracks.

The study focused on a randomly selected sample of students enrolled in the first-year common core programs in Science/Technology and Humanities at El Haj Mohamed Ben El Haj Issa Secondary School in Ouargla, Algeria. The sample consisted of approximately 134 male and female students. A range of data collection methods was employed, including structured interviews, psychological assessments, review of academic records, case studies, and questionnaires.

The findings revealed that parents play a constructive role in shaping their children's academic pathways through educational guidance. This conclusion was supported by the strong academic performance of students during the first trimester who had consulted their parents regarding academic decisions and were encouraged to pursue educational streams aligned with their aptitudes and interests.

Furthermore, the parents' level of education had a notable impact on the academic orientation of their children. Students whose parents had attained higher levels of education, beyond the secondary level, demonstrated significantly stronger academic performance. The influence of parents on educational planning also varied based on gender and differed between academic tracks.

In a subsequent study, Belabbas Fatima and Saïd Sebaoun (2024), titled *"Family Educational Investment and Children's Academic Success,"* the researchers sought to identify the fundamental role of the family in the educational process and the significance of family investment in promoting academic success. The study was conducted in two middle schools located in Tipaza Province and was framed by two central hypotheses concerning the effectiveness of parental involvement, motivation, assistance, and financial support in fostering students' academic achievement.

This research was based on interviews with parents of academically successful students and employed a descriptive-analytical methodology. The study concluded with confirmation of both hypotheses.

2- Applied Section

2.1- Scope of the Study:

The study was implemented in 20 middle schools within the Guelma district. The data collection period extended from mid-February 2024 to the end of March 2024.

2.2. Study Sample:

The interviews were conducted with a sample of 25 parents who were randomly selected from the general population, which consisted of parents identified from the 20 middle schools in the Guelma district.

Characteristics of the Study Sample:

- Gender

Table (1): illustrates the gender distribution of the study sample

		F requency	P ercentage
Male	4	1	56%
Female	1	1	44%
Total	5	2	100%

As shown in the table above, the majority of the sample, 14 individuals, or (56%), were male, whereas 11 individuals, or (44%), were female.

- Age

Table (2): presents the age distribution of the study sample

		F requency	P ercentage
Between 35 and 40	8	32%	3
Between 41 and 45	6	24%	2
Over 45	1	4%	4
Total	5	100%	1

The table above indicates that (44%) of the participants were over (45) years old. This is followed by (32%) of participants aged between (35) and (40) years, and finally (24%) aged between (41) and (45) years.

- Educational Qualification

Table (3): shows the distribution of the sample based on educational attainment

		F requency	P ercentage
Middle School	4	16%	1
High School	2	8%	8
University Level	9	36%	7
Total	5	100%	1

The previous table indicates that (19) participants, representing (76%) of the total sample, possessed a university-level qualification. In comparison, (4) participants (16%)

reported having attained a middle school level of education, while (2) participants (8%) had completed secondary school.

2.3- Research Instrument

This study employed a semi-structured scientific interview guided by a pre-designed protocol targeting parents whose children are currently enrolled in middle school. The protocol was developed in collaboration with supervising faculty members and was composed of eight thematic sections, each containing between three and five questions. These sections are outlined as follows:

- Section 1: Demographic Information
 - Section 2: Communication with the School (4 questions)
 - Section 3: Assistance with Homework (5 questions)
 - Section 4: Providing a Supportive Home Environment (5 questions)
 - Section 5: Supervision of Children (4 questions)
 - Section 6: Satisfaction with Children's Academic Results (4 questions)
 - Section 7: Academic Pressure on Children (4 questions)
 - Section 8: Private Tutoring as a Form of Parental Investment (9 questions)
- (Refer to Appendix 1 for the complete list of interview questions.)

2.4- Instrument Development:

First: Identification of Theoretical Dimensions:

The initial phase in developing any psychological measurement tool involves delineating the theoretical framework that encompasses the targeted variable. This interview is constructed to assess parental investment, drawing upon psychological and educational models, most notably Joyce Epstein's parental involvement model (Nassim, Raida, 2019), alongside the theory of social and cultural capital. The interview is systematically segmented into seven sections, each corresponding to a specific structural dimension of parental investment.

Second: Design of Question Types:

- Closed and semi-closed questions: These include items such as those inquiring about "frequency," "Do you communicate?" or "Do you discipline?" Their purpose is to collect primary quantitative data amenable to statistical coding (e.g., 1 = Yes, 2 = No, or Likert-type responses). Such questions are essential for calculating percentages or conducting comparative analyses among groups.
- Qualitative (open-ended) questions:
 - Methodological Objective: To facilitate in-depth and context-rich insights. Open-ended questions enable respondents to articulate their motivations, beliefs, challenges, and self-perceptions, aspects that are not accessible through quantitative means.
 - Examples: Items such as "What are the difficulties you face?" (Section 2, Q4) serve to uncover barriers to parental investment. "How can you ensure that private lessons meet the needs?" (Section 7, Q4) elicits the parent's reflective assessment of investment quality.

Third: Logical Sequencing of Questions (Psychological Perspective):

The arrangement of sections and internal items follows a sequence that is attentive to the psychological dynamics of the interview process:

1. Demographic data: Positioned at the outset to set the analytical context (e.g., correlating parental investment with educational background) and to ease the respondent into the discussion.
2. Transition from behavior to evaluation: The interview commences with straightforward, objective questions about behaviors (communication and assistance), fostering comfort and trust in the respondent.
3. Delaying sensitive questions: Items requiring personal reflection or addressing sensitive matters (such as pressure, punishment, or overall satisfaction with outcomes) are reserved for the later sections (fifth and sixth), once a rapport has been established.

4. Probing questions: Follow-up inquiries, such as “If so, how did it affect...?” are strategically deployed to prevent superficial responses and to uncover the cognitive rationale underlying observed behaviors.

In summary, the structuring of sections and crafting of questions ensure a coherent and logical progression of information throughout the interview, with the aim of minimizing bias and maximizing respondent ease.

Table (4): illustrates the cognitive logic and methodological objective associated with each tool section

Section Dimension	Cognitive Logic in Construction	Methodological Aim of Open-Ended Questions
Sections 1 & 2 (Communication & Assistance)	Behavioral Initiation: Begins with direct and routine parental behaviors (“Do you attend?” “Do you help?”). These are simple to answer and help build trust.	Identify procedural challenges (such as difficulties in providing assistance or the types of activities engaged in), which are not revealed by closed questions.
Sections 3 & 4 (Environment & Monitoring)	Transition to beliefs and perception: Shifts the focus from actions to intentions (“Do you strive to create an environment?”) and beliefs about effects (“Do you think monitoring helps?”).	Elicit self-awareness regarding impact and clarify the parent’s educational philosophy.
Sections 5 & 6 (Satisfaction & Pressure)	Assessment of emotional responses and evaluations: Items gauge parental reactions to academic outcomes (satisfaction, anger/punishment). These questions, being more sensitive, are placed in later sections.	Discover parents’ authentic criteria for success (e.g., preference for grades versus psychological adjustment) and uncover motivational pressure mechanisms.
Section 7 (Private Tutoring)	Complex/material investment: Questions related to financial investment and nuanced beliefs are posed at the conclusion of the interview.	Reveal decision-making mechanisms in this domain (such as “Why this subject?” “What are the criteria?”), which are critical for socio-economic analyses of investment.

2.5- Psychometric Properties:

First: Jury Validation:

To ensure scientific rigor and methodological objectivity in the construction of the interview guide, the instrument was submitted for evaluation to a panel of experts specializing in educational psychology and family sociology. Specifically, the guide was reviewed by five (5) qualified experts with recognized experience in the field, with the primary objective of assessing its content validity. The experts undertook a detailed and systematic examination of the interview items, focusing on the extent to which the seven dimensions comprehensively captured the concept of “parental investment,” the suitability of the question formulations for the targeted age group (adolescents), and the overall clarity and precision of the language used.

Although the feedback provided by the experts mainly addressed certain wording refinements and minor adjustments in the sequencing of some questions, the overall evaluation emphasized the soundness of the guide’s theoretical construction and its comprehensive representation of the dimensions of parental investment. All expert remarks and recommendations were fully incorporated, and the relevant items were revised accordingly. This process confirms that the final version of the instrument demonstrates a high level of face validity and content validity, rendering it suitable for field implementation and empirical data collection.

Second: Content Analysis:

To further strengthen the content validity of the interview guide, expert review was complemented by a systematic content analysis of the instrument's items, conducted in alignment with the theoretical frameworks underpinning the study. The guide was developed to ensure exhaustive coverage of the concept of "parental investment" as conceptualized in psychological and educational literature, particularly within Joyce Epstein's model of parental involvement and the theory of Social and Cultural Capital.

The content analysis verified that the seven sections of the interview collectively encompass the principal dimensions of parental investment. Certain sections were specifically designed to measure procedural and school-related aspects (communication with the school and homework assistance), while others focused on psychological and environmental dimensions (providing a supportive environment and applied pressures). Additional sections addressed cognitive and behavioral components (monitoring, expectations, and satisfaction with outcomes), and a final section was devoted to economic and financial aspects (private tutoring).

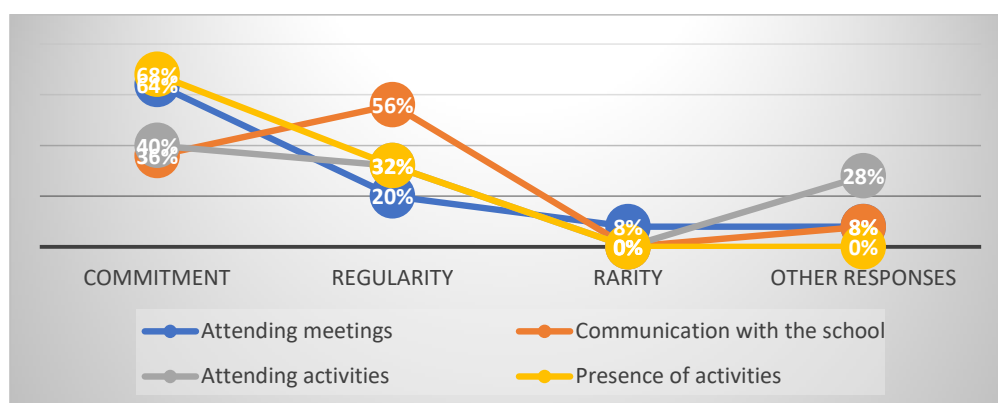
This organizational structure ensures that the instrument does not limit its scope to parental practices within the home environment, but also integrates school-related interactions and external educational investment decisions. Accordingly, the content analysis confirmed that the interview guide exhibits a high degree of validity, as it systematically and comprehensively assesses all facets of the primary variable, with each component directly grounded in the study's fundamental concepts and research objectives.

3- Results and Discussion

1.3- Presentation of Study Results

First Dimension: Communication with the School

- Participant responses concerning the first dimension:



Graph 1 presents the distribution of participant responses related to communication with the school

According to the graph, 64% of parents reported not attending school meetings. This is followed by 20% who indicated regular attendance. The proportion then declines to two equal values of (8%), representing rare attendance and other responses provided by participants.

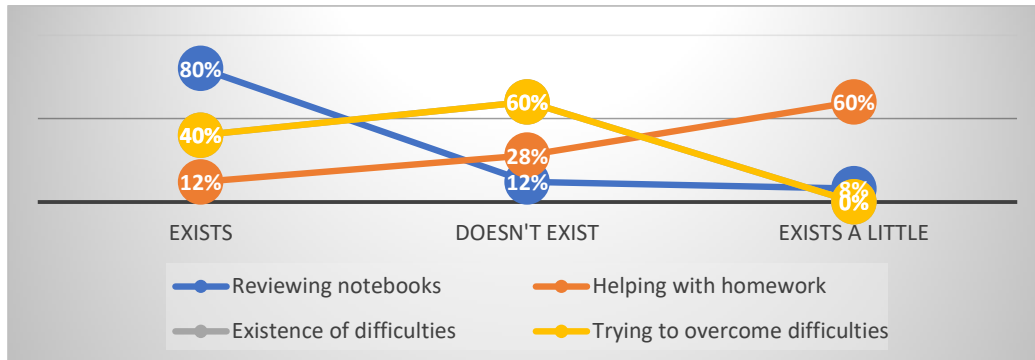
With regard to general communication between parents and the school, (36%) of participants stated that no communication exists. By contrast, (56%) reported consistent communication. There were no responses indicating rare communication or other unspecified categories, both registering at (0%).

In terms of participation in school-organized activities, (40%) of respondents reported no involvement. This was followed by (32%) who reported consistent participation. Rare participation accounted for (0%), while (28%) selected other unspecified forms of response.

The final metric in the graph assesses whether school activities are offered at all. In this context, (64%) of participants stated that no such activities are available. This is followed by (32%) who confirmed their regular occurrence. As with previous measures, rare availability and other forms of response both registered at (0%).

Second Dimension: Assistance with Homework

- Participant responses regarding the second dimension:



Graph 2 illustrates the participant responses concerning assistance with schoolwork.

The data show that 80% of parents regularly check their children's notebooks

This figure drops to 12% for those who do not check them, and further declines to 8% for parents who only occasionally review the notebooks.

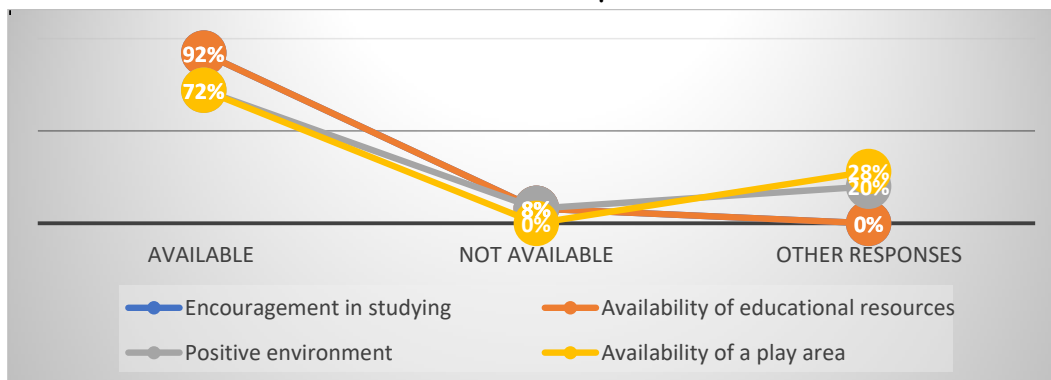
As for direct assistance with homework, (12%) of parents reported providing help. This percentage increases to (28%) for those who do not assist at all, and reaches (60%) for those who offer limited or occasional help.

Another graph represents the distribution related to parental efforts to address academic difficulties. Here, (40%) of participants reported actively trying to help their children overcome academic challenges, while (60%) indicated that they do not engage in such efforts. No participants selected the option for occasional attempts, resulting in a (0%) value.

Regarding the final graph in this section, which addresses the presence of academic difficulties, the percentages correspond directly with those found in the previous chart on parental efforts, making visual distinction unnecessary.

Third Dimension: Providing a Supportive Home Environment

- Participant responses concerning the third dimension:



Graph 3 presents participant responses regarding the creation of a supportive home environment

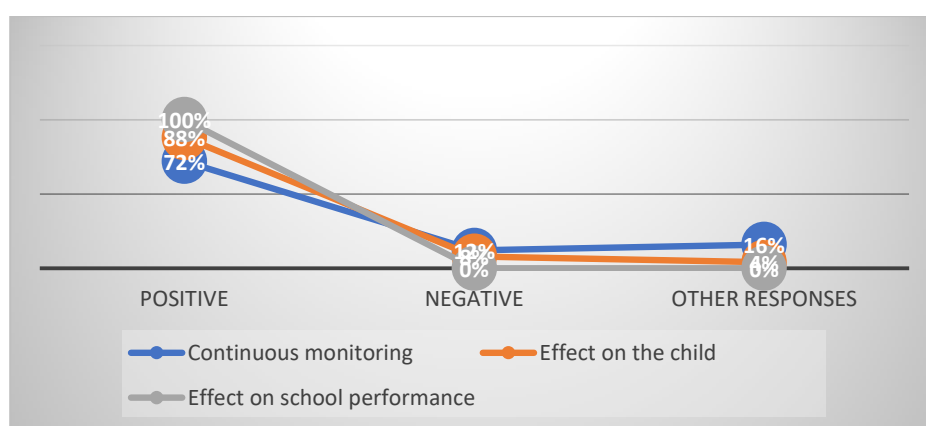
One section of the graph is not visually distinguishable due to identical percentages appearing in two categories, those referring to encouragement in school and the provision of educational resources. A total of (92%) of respondents reported that they provide educational resources, while (8%) indicated they do not. No participants selected other response options, which registered at (0%).

With respect to maintaining a positive home environment, 72% affirmed that they do offer such an atmosphere. This proportion declines to (8%) for those who do not, and rises to 20% for participants who provided alternative responses.

The final chart in this dimension illustrates data concerning the availability of a dedicated space for play. Here, (72%) of respondents reported offering an environment suitable for play, while (0%) stated that they do not. Another (28%) selected other forms of response

Fourth Dimension: Supervision of Children

- Participant responses concerning the fourth dimension:



Graph 4 displays participants' responses regarding parental supervision of their children.

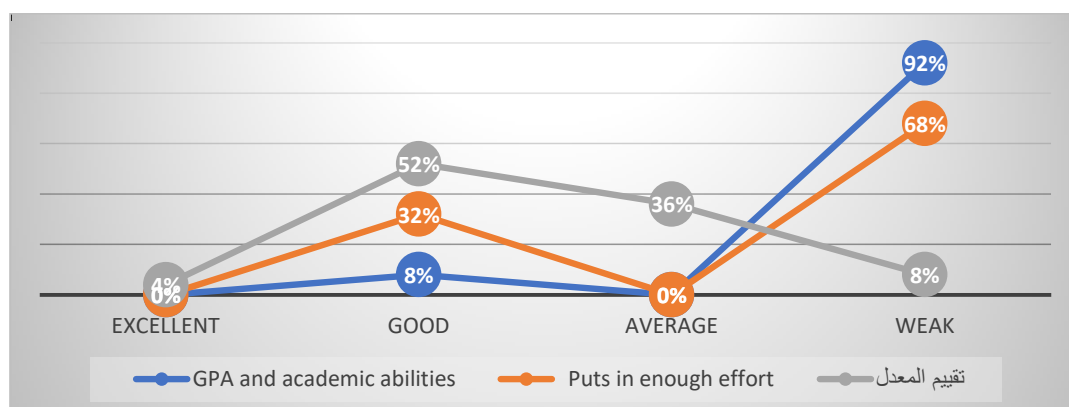
According to the graph, (100%) of respondents agreed that supervision has a positive impact on academic performance. This results in the curve dropping to (0%), indicating that no participants reported a negative impact or selected other responses.

In the following measure, (88%) of participants stated that parental supervision has a generally positive effect on their children. This percentage falls to (8%) for those reporting a negative impact and to (4%) for participants who provided alternative answers.

In terms of the perceived effectiveness of consistent supervision, (72%) of respondents expressed agreement. This figure drops to (12%) for those who reported a negative perception, and increases slightly to (4%) for other responses.

Fifth Dimension: Satisfaction with Children's Academic Results

- Participant responses concerning the fifth dimension:



Graph 5 shows participants' responses regarding satisfaction with their children's academic performance.

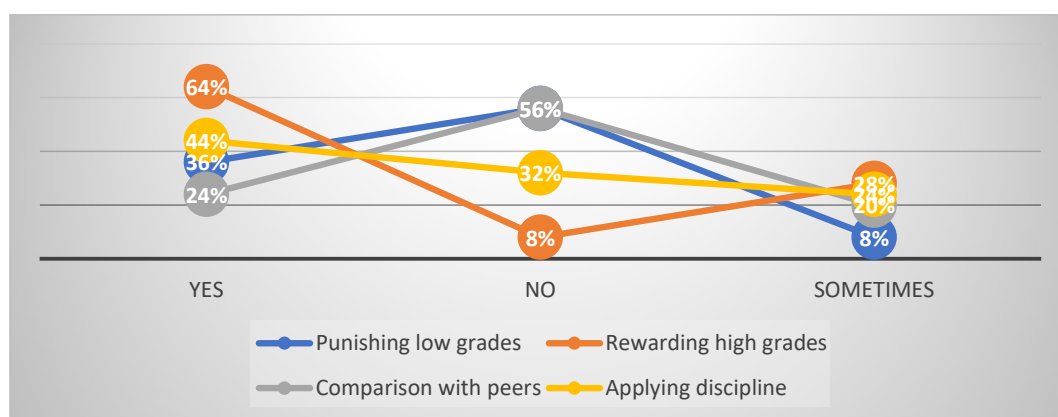
In the graph addressing the correlation between academic effort and ability, the “Excellent” category registers at (0%). A total of (32%) of participants reported a “Good” level, followed by another drop to (0%) for “Average,” and a significant increase to (68%) in the “Poor” category.

In the graph depicting the relationship between academic grades and perceived ability, the “Excellent” category again stands at 0%. This rises slightly to (8%) for “Good,” drops once more to (0%) for “Average,” and rises markedly to (92%) in the “Poor” category.

The final graph in this dimension, which pertains to the overall evaluation of children’s grades, shows that 4% rated their children’s academic results as “Excellent,” (52%) as “Good,” (36%) as “Average,” and (8%) as “Poor.”

Sixth Dimension: Pressure Related to Academic Achievement

- Participant responses concerning the sixth dimension:



Graph 6 illustrates participants’ responses regarding the pressures placed on children in relation to academic performance.

According to the graph, (36%) of parents acknowledged punishing their children for receiving low grades. This percentage increases to (56%) for those who do not impose punishment, and falls to (8%) for those who apply punishment occasionally.

In terms of rewards for high academic performance, (64%) of parents reported that they reward their children. This drops to (8%) for those who do not offer rewards, and rises to (28%) for those who provide them occasionally.

Regarding parental comparisons between their children and peers, (24%) reported engaging in such comparisons. This increases to (56%) for those who do not make such comparisons, and falls to (20%) for those who do so occasionally.

In the final graph of this dimension, (44%) of respondents stated that they exert academic pressure on their children. This percentage decreases to 32% who reported not applying such pressure, followed by (24%) representing those who offered other responses.

Seventh Dimension: Private Tutoring

Participants’ Responses on the Seventh Dimension:

The responses related to this final dimension were open-ended and did not share specific common points that would allow them to be aggregated into a single graph. For this reason, the detailed analysis of these responses is presented in the discussion section.

3.2- Discussion of Study Results:

Based on the findings previously presented and analyzed, which were derived from the interview guide, and in reference to several preceding studies relevant to the field of parental investment in the schooling process, as well as the analytical interpretation of parents’ responses to the study questions, a discussion of the hypotheses formulated to address the central research question now follows:

3.2.1 Discussion of the First Dimension: Communication with the School

An effective educational process is grounded in a strong, genuine, and functional partnership between the home and the school. This relationship transcends the mere exchange of information, resting instead on constructive engagement, effective communication, and mutual respect, while avoiding adversarial attitudes or the allocation of blame. When a cooperative and positive relationship exists among all educational stakeholders, parents, teachers, and school administration, a shared understanding develops regarding the essential roles each party plays in fulfilling the objectives of education.

The strength and efficacy of this partnership are significantly influenced by the actions and attitudes of parents. Their presence at school meetings is a clear indicator of their involvement and concern for the educational process, whereas consistent absence may suggest detachment or disengagement.

Similarly, maintaining open and sustained communication with the school and its teaching staff contributes notably to resolving challenges and fostering alignment in pursuit of the student's well-being. Conversely, a breakdown in communication can heighten difficulties and delay appropriate intervention.

This observation corresponds with the findings reported by Abdallah Labouz and Omar Hadjadj (2013), whose study identified a foundational connection between parenting approaches and the quality of the student-teacher relationship. Families characterized by cooperative and supportive parenting practices often cultivate students who establish constructive and healthy interactions with their teachers.

In addition, parental commitment to school collaboration is reflected in their encouragement and monitoring of their children's participation in extracurricular activities organized by the school, whether these be cultural, educational, or religious. Supporting students' involvement in activities such as inter-school competitions, reading initiatives, or Qur'anic recitation contests enriches their academic experience and nurtures crucial aspects of their personal development.

These include building self-confidence, fostering a sense of constructive competition, and reinforcing feelings of belonging within the school environment. Failing to encourage participation in such activities, or underestimating their value, can deprive students of significant opportunities for holistic development.

In summary, it is clear that a constructive partnership between the family and the school is not a supplementary option or discretionary benefit; it is a foundational requirement for the success of the educational process. Parental behaviors, whether marked by commitment and involvement or by neglect and detachment, serve to either reinforce or weaken this partnership. In turn, these behaviors directly influence the student's academic path and broader developmental outcomes.

3.2.2- Discussion of the Second Dimension: Assistance with Homework

Parents exert an indelible influence on the academic outcomes of their children. Far more than mere initial educators, parents lay the groundwork for crucial skills and passions, extending their influence deep into the subsequent phases of formal education. The transition of a child into a school setting represents a pivotal shift, highlighting the essential role of parents in facilitating the child's psychological and social adjustments to this new milieu.

Support from parents in homework does not entail providing answers but rather steering children towards a comprehension of academic expectations and fostering the development of autonomy in learning and adaptability within an educational framework.

Parental involvement in fostering academic achievement is both multifaceted and intricately woven into daily interactions. Parents act as both emotional and intellectual pillars, enhancing their children's confidence and instilling a drive to persevere and excel. This influence manifests through consistent practices, such as the diligent review of notebooks and lessons, which not only demonstrates parental commitment but also reinforces to children the significance and value of their educational endeavors, thereby encouraging them to exert greater effort.

Concerning the nature of homework assistance, the most effective strategy does not involve solving problems directly, but rather providing corrective feedback and guidance. This approach promotes learning from mistakes and develops critical thinking and independent problem-solving capabilities.

Additionally, parental attunement to the academic challenges faced by their children, and their proactive engagement in addressing these challenges, are fundamental to fostering academic growth. This includes shielding children from domestic disruptions that might detract from their focus and motivation, as well as managing a balanced daily routine that accommodates educational activities, rest, and leisure, thereby mitigating time-related stress and enhancing overall task management.

In summation, the parental role in academic success is crucial and complex. It transcends mere homework help to include fostering a supportive home environment that promotes learning, boosts confidence, and guides children in navigating and adapting to educational settings. The dedication parents invest in their children's education represents a profound commitment to their future success and the cultivation of a conscientious, empowered generation.

3.2.3- Discussion of the Third Dimension: Providing a Supportive Home Environment

The significance of the home extends beyond being merely a place of residence or a setting for basic sustenance; it is the fundamental bedrock and a critical support system for educational success. A vibrant and enriching home environment serves as a dynamic catalyst propelling children towards both academic excellence and comprehensive development across cognitive, emotional, social, and physical dimensions. The characteristics of such an environment are manifested through various interconnected facets.

Primarily, the availability of essential educational resources is a critical element. Ensuring children have access to necessary tools for their academic endeavors, such as advanced electronic devices for research and interactive learning, private tutoring to bridge learning gaps and enhance understanding, a reliable internet connection to broaden knowledge horizons, and additional books and resources to deepen academic engagement, is a direct investment in their educational outcomes.

This assertion is supported by the research of Zghina Nawal (2008), which demonstrates a significant correlation between a family's financial stability and the children's academic performance. Economic sufficiency enables families to fulfill both basic and educational needs essential for scholarly success.

Secondly, the creation of a positive learning environment within the home is equally crucial. Establishing an atmosphere characterized by tranquility and emotional stability, while minimizing familial conflicts and disputes as much as possible, plays a decisive role in enhancing a child's focus and capacity to assimilate information.

Students living in tense and unstable environments often experience mental distractions and difficulties concentrating, adversely affecting their academic performance. Conversely, a nurturing environment promotes a sense of safety and psychological comfort, which bolsters children's confidence and encourages them to learn and explore.

Moreover, cultivating intellectual and cultural dialogue within the family, dedicating time for reading and discussion, and showing an active interest in children's academic progress are vital components of a supportive home environment. These practices not only foster intellectual curiosity and enhance critical thinking skills but also strengthen the linkage between learning and enjoyment.

In conclusion, a supportive home environment is not just an adjunct to the educational process, it is a fundamental pillar on which academic success and holistic development are built. The family's commitment to providing necessary resources and fostering a positive, stimulating learning atmosphere ranks among the most crucial responsibilities, with far-reaching implications for the child's future and their active participation in society.

3.2.4- Discussion of the Fourth Dimension: Supervision of Children

Parental supervision of their children's education is regarded as a multifaceted investment, extending beyond mere academic achievement to include crucial aspects of personal growth and development. Expectations include achieving outstanding school performance, acquiring life skills vital for future challenges, and instilling noble personal values that influence behavior and interactions.

A primary expectation is that regular oversight and review of schoolwork positively influence academic performance. Parents believe that consistent monitoring bolsters comprehension of educational content, enhances preparation leading to more active class participation, and, consequently, improves academic outcomes.

This belief is supported by empirical evidence; the study by Belabbas Fatima and Saïd Sebaoun (2024) illustrates the significant benefits of parental involvement, which includes continuous encouragement, targeted academic support, and financial assistance, all contributing to enhanced academic success. The study underscores that comprehensive family investment is crucial for enabling children to reach their full academic potential.

Additionally, parents expect that their supervision will foster sound study habits in their children, such as effective time management, adherence to regular study routines, and taking responsibility for their learning. They also hope such oversight will ignite a passion for knowledge and curiosity, transforming learning from a mere duty into a source of joy and discovery.

At the level of personal values, parents aim for their supervision to reinforce disciplines such as diligence and perseverance. They believe that dedication to education and striving for excellence cultivates attributes essential for success in all life's facets. Moreover, they hope this commitment teaches children the importance of responsibility and the value of honoring commitments.

As for life skills, parents expect that their supervision will contribute to the development of organizational and time-management abilities in their children, skills that are fundamental to success in both academic and broader life contexts. They also hope their children will learn how to navigate the challenges and difficulties they encounter throughout their educational journey, and that they will cultivate effective problem-solving abilities.

In conclusion, parents' expectations regarding their supervision of their children's education go far beyond conventional academic success. They aspire to build a generation that is intellectually capable, skillfully equipped, and morally grounded, a generation that can face the challenges of the future with confidence and competence. Recent studies affirm that this supervisory role, when accompanied by emotional support, motivation, and constructive guidance, plays a decisive role in meeting these expectations and in enabling children to reach their fullest potential.

3.2.5- Discussion of the Fifth Dimension: Satisfaction with Children's Academic Results

Parental satisfaction with their children's academic performance is a pivotal element within the broader educational context. It transcends simple numerical assessment, serving as a crucial indicator that is deeply intertwined with parents' hopes and aspirations for their children's futures. Moreover, it significantly influences the dynamics of the parent-child relationship. When parents are content with their children's academic levels, this positive sentiment is reflected in the emotional and moral support they provide, bolstering the children's self-confidence and inspiring continued diligence.

On the other hand, dissatisfaction can stem from multiple sources, including the perception that children are not exerting sufficient effort in their studies. Such views can lead to parental frustration and anxiety concerning their children's future prospects, potentially straining familial relationships.

Another concern may arise from the belief that the achieved grades do not accurately reflect the children's true academic potential. Parents might feel that their children are capable of much more than their results indicate, which can lead to disappointment and raise questions

regarding the efficacy of educational strategies or the existence of obstacles hindering academic advancement.

Importantly, parents often prioritize certain dimensions of academic achievement that they deem critical. Foremost among these is the child's psychological well-being, reflecting a belief that emotional stability and mental health are the bedrock of all educational success. Following this is the breadth of knowledge that the child acquires, which forms the essence of the educational experience.

Continuous assessment is also valued highly, serving as an essential tool for monitoring progress and pinpointing areas of strength and deficiency. Academic grades are included within this evaluative framework and culminate in the final grade, often regarded as a comprehensive measure of academic performance. This prioritization underscores a profound parental understanding of the significance of affective factors in educational outcomes and illustrates a focus that extends beyond mere quantitative metrics.

Understanding these parental expectations and the dimensions they emphasize is crucial for educators and educational institutions. Engaging effectively with parents, clarifying assessment methods, and conveying a comprehensive view of a child's progress, beyond just grades, can foster trust and mutual understanding, thereby alleviating dissatisfaction. Additionally, recognizing children's true capabilities and providing appropriate support are fundamental in achieving optimal educational results and cultivating a supportive, conducive family environment for learning.

In conclusion, parental satisfaction with their children's academic results is a significant barometer of the educational process's quality and efficacy. It profoundly impacts the children's future and the nuances of the parent-child relationship. Therefore, meeting parental expectations and enhancing their comprehension of the multifaceted nature of education is a collective objective for families and schools alike.

3.2.6- Discussion of the Sixth Dimension: Academic Pressure on Children

Undoubtedly, parents are integral to their children's educational journey, often exerting varying degrees of pressure motivated by the desire to secure the best academic outcomes. The nature of this pressure, however, is multifaceted and its effects on children can vary significantly, from acting as positive motivators that boost engagement to triggering negative reactions that may hinder progress.

Among the beneficial strategies employed by some parents is the deliberate avoidance of punishment for low grades. This approach fosters a safe and supportive environment, enabling children to reflect on and proactively address their academic challenges without the fear of retribution. This can enhance their motivation rather than diminish it. Conversely, rewarding high academic achievements is another positive tactic that promotes desired behaviors and spurs children to strive for excellence.

Moreover, abstaining from comparing children to their peers, classmates, or siblings is a prudent practice that protects the child's self-esteem and prevents feelings of inadequacy or jealousy. It encourages focusing on the child's own progress and unique talents rather than external comparisons.

This enlightened approach to applying pressure is supported by recent research. A study by Belabbas Fatima and Saïd Sebaoun (2024) highlights the beneficial impact of parental involvement, consistent encouragement, targeted academic support, and adequate financial assistance on students' academic success. These findings underscore that comprehensive and balanced family support, which prioritizes motivation and encouragement over blame and negative reinforcement, is most effective in fostering academic excellence.

In contrast, some parents may employ detrimental pressure tactics, such as setting unrealistic expectations, constant criticism, threats of punishment for poor performance, and unfavorable comparisons with others. These methods can lead to counterproductive effects, including increased anxiety, emotional stress, fear of failure, reduced self-confidence, and a decline in the motivation to learn.

The challenge, therefore, lies in striking the right balance in the application of pressure. The objective is not to eliminate pressure entirely but to channel it in a way that is constructive and positive, thereby motivating children and helping them realize their potential without compromising their mental health or self-esteem. Understanding a child's unique personality and specific needs, and adopting supportive, empathetic, and encouraging educational approaches, are vital for transforming parental pressure into a catalyst for both academic and personal success.

In conclusion, the role of parents in shaping their children's educational trajectory through the pressures they apply is pivotal. Recognizing the difference between positive pressures that motivate and support and negative pressures that deter and undermine is crucial for optimizing academic results while ensuring the psychological well-being of children and maintaining healthy familial relationships.

3.2.7- Discussion of the Seventh Dimension: Private Tutoring

Private tutoring has emerged as a critical educational instrument within the contemporary schooling system. It significantly bolsters students' academic performance and enriches their comprehension of diverse subjects. These personalized sessions provide individualized support that surpasses the conventional group-based classroom environment. They allow students the liberty to pose questions freely, benefit from explanations customized to their learning pace, and address specific areas of difficulty directly.

Nevertheless, it is crucial to recognize that private tutoring is not a panacea or an essential requirement for every student. Its relevance and efficacy vary greatly depending on individual student factors, such as their basic understanding of the subject, preferred learning styles, any specific learning challenges, and overall educational objectives, whether these are aimed at enhancing performance, remediation, or preparing for critical examinations.

Analysis indicates that the most substantial benefits of private tutoring are realized when it is viewed as a supplementary enhancement to traditional in-school education. It supports targeted educational aims through effective strategies like augmenting practice on key concepts and exercises to solidify understanding and problem-solving capabilities; revisiting lessons with varied explanatory methods and additional examples; and offering more comprehensive explanations of complex topics that might not receive adequate coverage during regular classroom sessions.

The success of private tutoring also hinges on establishing clear criteria for selecting tutoring sessions and tutors. This process should commence with a thorough evaluation of the student's educational needs: identifying their weaknesses, pinpointing challenging subjects, and defining specific goals for the tutoring sessions.

Subsequently, it is imperative to assess the tutor's qualifications, their proficiency in clear and engaging communication, and the track record of academic progress among their previous students, which serves as a measure of instructional effectiveness. Moreover, it is essential to ensure that the tutor aids in fostering the student's independent learning skills and critical thinking capabilities, rather than simply providing ready-made answers.

This viewpoint is supported by the findings of the study conducted by Belabbas Fatima and Saïd Sebaoun (2024), which highlighted the significant role of family support, motivation, assistance, and financial contributions in enhancing students' academic prospects. Appropriate private tutoring falls within this framework of financial and educational support, but its optimal impact is contingent upon thoughtful provision based on an intricate understanding of the student's requirements and the tutor's aptitudes.

In conclusion, private tutoring constitutes a valuable asset in the educational arsenal when employed strategically and judiciously. When selected based on clearly defined criteria that consider both the student's individual needs and the instructor's expertise, it can markedly elevate academic performance and deepen students' understanding of the subject

matter. Thus, it acts as a qualitative complement to the efforts expended by schools and families to foster educational success.

- General Discussion

Scientific research and empirical studies have robustly affirmed that parental investment is crucial in sculpting the educational pathways of children, especially during their adolescent years. This investment is multifaceted, encompassing various dimensions that significantly impact the academic and personal development of students:

- **Communication with the School:** Regular interaction with educational institutions illustrates a parent's commitment to overseeing their child's academic progress and comprehending the challenges they encounter. This ongoing communication fosters a collaborative partnership between the home and school, substantially increasing the probability of student success. It also aids in the mutual exchange of insights about the child's strengths and areas for improvement, facilitating a tailored approach to their educational needs.
- **Assistance with Homework:** Engaging in children's homework offers direct academic support, enhancing their understanding of course materials, cultivating essential academic skills, and elevating their confidence. However, this support should guide rather than replace the child's efforts, thereby promoting independence and instilling a robust sense of responsibility.
- **Creating a Supportive Environment:** Establishing a conducive home study environment, which includes providing a tranquil study area, ensuring access to necessary educational resources, and promoting reading, significantly enhances motivation, focus, and academic outcomes. It is imperative that this environment is balanced, shielding children from excessive academic pressure while also accommodating leisure and relaxation.
- **Supervision of Children:** Monitoring the academic involvement of children is vital to confirm their dedication to educational tasks. This supervision should be reasonable and supportive, allowing children to develop essential life skills such as time management and organizational abilities. It also encompasses overseeing school attendance, ensuring homework completion, and engaging in discussions about academic performance.
- **Satisfaction with Academic Results:** Parental contentment with their children's academic achievements acts as a motivational driver that spurs continued effort and dedication. This satisfaction should primarily recognize the child's personal effort and progress rather than making comparisons with peers. Conversely, undue dissatisfaction may discourage and demotivate, potentially hindering further academic engagement.
- **Academic Pressure:** While a certain level of academic pressure is necessary, it must be judiciously applied. Excessive pressure can result in negative effects such as anxiety, stress, and a decline in academic performance. Effective management involves setting realistic expectations, avoiding detrimental comparisons, and focusing on motivational rather than punitive measures.
- **Private Tutoring:** When aligned with specific learning objectives and academic challenges, private tutoring can be an effective supplementary educational resource. Nonetheless, it should enhance rather than replace school instruction, with tutors selected based on their expertise and ability to resonate with the student's unique learning requirements.

4- Conclusion:

In concluding this study, it is imperative to underscore the pivotal role of parental investment in shaping the educational trajectories of children, particularly during the tumultuous phase of adolescence. This stage is characterized by significant biological, psychological, and social transformations, necessitating consistent parental support and guidance to facilitate effective adaptation to these changes.

Academically, adolescents encounter escalating challenges as they advance through the schooling system, which calls for parental engagement to assist them in comprehending academic demands and in fostering a nurturing home learning environment. Additionally, adolescence is a critical period for identity and value formation, where the influence of parents is crucial in exemplifying positive behaviors and instilling ethical values.

Effective communication with adolescents is paramount for understanding the hurdles they face and for providing the necessary support, particularly considering the increasing influence of peers and societal pressures. Developmental psychology highlights the psychological sensitivity of adolescents, where emotional and social backing from the family plays a protective role in preserving mental health.

The comprehensive evidence from this study elucidates that deliberate and ongoing parental involvement during adolescence is not merely beneficial, it is essential for surmounting the challenges of this developmental stage and for ensuring academic success and comprehensive growth.

The findings further reveal that regular interactions with educational institutions and sharing insights about children's academic performance are instrumental in cultivating a productive partnership between home and school, thereby augmenting the probability of academic achievement. Assistance with homework and the creation of an enriching home environment also empower students to better understand their coursework and to develop crucial academic skills.

However, it is critical to emphasize the importance of balanced parental supervision and to caution against excessive pressure, which can lead to adverse effects. Similarly, while private tutoring can be beneficial, it should not replace self-directed learning but should complement it, aiding children in developing independence and self-learning capabilities.

Effective parental engagement necessitates responsible and thoughtful actions. These include sustaining active communication with educational institutions and instructors, establishing a supportive and motivational home learning environment, providing academic and emotional support, implementing balanced supervision, avoiding undue pressure, and utilizing private tutoring strategically.

By adopting these practices, parents can significantly enhance their children's educational experiences, help them attain optimal academic outcomes, foster their personal and social development, and equip them to face future challenges with confidence and competence

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Appendix 1

Demographic Information:

- Full Name:
- Age:
- Gender:
- Educational Level:
- Occupation:
- Number of Children:
- Educational Level of the Children:

Section One: Communication with the School

1. Question 1: How regularly do you attend parent-teacher meetings?
2. Question 2: Do you communicate with teachers about your son's/daughter's academic matters?

3. Question 3: Are you keen on attending your son's/daughter's school activities? If so, which ones?

Section Two: Assistance with Homework

1. Respondents' answers to Question 1: Do you regularly review your son's/daughter's notebooks and lessons?
2. Respondents' answers to Question 2: To what extent do you assist your son/daughter with their homework?
3. Respondents' answers to Question 3: Do you find it difficult to help your son/daughter with their homework?
4. Respondents' answers to Question 4: If so, what are the difficulties you face?
5. Respondents' answers to Question 5: Have you made any attempts to overcome these difficulties?

Section Three: Providing a Supportive Home Environment

1. Respondents' answers to Question 1: Do you adopt any behavior to encourage your son/daughter to study?
2. Respondents' answers to Question 2: Are you keen on providing the necessary educational resources for your son/daughter?
3. Respondents' answers to Question 3: Do you seek to create a positive learning environment at home?
4. Respondents' answers to Question 4: What resources do you need to create a supportive home learning environment?
5. Respondents' answers to Question 5: Do you allocate a space for play for your son/daughter?

Section Four: Supervision of Children

1. Respondents' answers to Question 1: Do you regularly supervise and review your son's/daughter's daily lessons?
2. Respondents' answers to Question 2: If yes, do you believe this has a positive or negative impact on your son/daughter?
3. Respondents' answers to Question 3: Do you believe that continuous supervision has affected your children's school performance?
4. Respondents' answers to Question 4: If so, how has it affected them?

Section Five: Satisfaction with Children's Academic Results

1. Respondents' answers to Question 1: Do you believe your son's/daughter's grade reflects their academic abilities?
2. Respondents' answers to Question 2: In your opinion, is your son/daughter putting in enough effort at school?
3. Respondents' answers to Question 3: Which dimensions of academic achievement do you emphasize or focus on—grades, average score, continuous assessment, knowledge acquisition, children's psychological well-being?
4. Respondents' answers to Question 4: Overall, how would you assess your son's/daughter's average score?

Section Six: Academic Pressure on Children

1. Respondents' answers to Question 1: Do you punish your son/daughter if they do not achieve high grades?
2. Respondents' answers to Question 2: Do you reward your son/daughter when they obtain high grades?
3. Respondents' answers to Question 3: Do you compare your son/daughter to their peers?
4. Respondents' answers to Question 4: Do you feel that you are putting pressure on your child to achieve good results in school?

Section Seven: Private Tutoring

1. Respondents' answers to Question 1: Does your son/daughter benefit from private tutoring?
2. Respondents' answers to Question 2: If yes, in how many subjects does your son/daughter receive private tutoring?
3. Respondents' answers to Question 3: On what basis do you choose the subjects in which your son/daughter receives private tutoring?
4. Respondents' answers to Question 4: How do you ensure that private tutoring meets your son's/daughter's academic needs?
5. Respondents' answers to Question 5: What is the difference between lessons provided at school and those in private tutoring?
6. Respondents' answers to Question 6: Do you follow any criteria when selecting a private tutor?
7. Respondents' answers to Question 7: If yes, what are these criteria?
8. Respondents' answers to Question 8: Is the private tutor the same as your child's schoolteacher?
9. Respondents' answers to Question 9: In your opinion, what are the benefits of private tutoring for your son/daughter?

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