

# **The Role of Parental Involvement in Student Success**

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## **Research Question/Topic:**

### **“The Role of Parental Involvement in Student Success”**

**“In what ways does parental involvement influence academic achievement and engagement, and what factors determine its effectiveness in promoting student success?”**

### **Abstract**

Parental involvement has a significant impact on students' academic achievement, motivation, and mental well-being, making it an essential part of education. In Armenia, where family and societal values are centered around education, parents are often involved in their children's academic pursuits. From helping with homework to setting academic objectives and influencing career decisions, this involvement takes many forms. While supportive and conscious parenting frequently leads to improved student performance, over-participation might result in stress, less independence, and significantly damage relationship between parents and children. Even while parental involvement plays a major role for shaping student success, not much study has been completed on how this cycle takes place in Armenia, a nation with specific educational and cultural traditions.

This project will investigate how parental involvement affects academic achievement, what factors determine its effectiveness, and how cultural beliefs influence these relationships in order to get a better understanding of how parental engagement shapes

student outcomes in Armenia. Through surveys and interviews with experts, parents, and students, this study will shed light on both the advantages and disadvantages of parental involvement while providing guidance for setting a proper balance.

Based on student surveys, case studies with families, and psychologist interviews, this study clearly shows that the most successful kind of engagement from parents is open communication with the child, emotional presence and support. Students responded best when their parents provided advice while still respecting their independence. On the other hand, being too involved or not involved enough often led to stress, lack of confidence, or feeling unsupported. The conclusions show that parents may find the right balance by being supportive of their child's independence without attempting to dictate every choice.

### **Introduction**

In general, there is a consensus among individuals that conscious and mature parental involvement is one of the key variables that affect the academic achievement of a child. What parental involvement means is, however, something each parent can say and define in his or her own terms. Parents provide children with various types of support, resources, and encouragement for learning. Involvement as something which every parent can comprehend in a unique manner, mainly involves looking over child; assisting homework, or aiding their children to succeed in both academic and individual objectives, but also includes other activities related to schools or training institutions. As per researches, such involvement in suitable quantity can help students to study better, be more engaged, and be more motivated.

Armenian households place a great importance on education as a means of achieving personal goals and as a sign of family pride. The parents are very involved in the child's education, taking it upon themselves to ensure that the children do well in school and in their chosen careers. This can at times be an incredible burden, even if the sole motivation is to help the child. Students can be inadvertently put under too much pressure, leading to stress, loss of independence, and even damaged parent-child relationships. Better insight into the two-edged sword of parental involvement is the motivation of this research. Good and appropriate parenting style can affect a child's academic journey in the most positive manner, while too much monitoring or expectation might just have the reverse outcome. With a focus on Armenia, where cultural and regional expectations are strong and have profound effects on family life, this research strives to examine ways in which parents can become engaged to assist children without becoming overly engaged.

The findings of the study are aimed at giving parents—and not just them—practical advice on how to approach the child in a proper manner. In this case, even small inconveniences in communication can cause alienation, so being helpful and instructional in a manner that will not turn into pressure is most important.

For behind these research results is a more profound reality of adolescence.

In a world full of choices and directions, we come all alone, and what's worse is that a single mistake can give a flow to some more. A lot of distractions, a lot of options, and the chaos mutes the ability to think. At this times especially, parental guide and support do extremely matter, as a light of hope in a child's life path.

## **Literature Review**

Long-standing research links proper and mature approach in terms of parental involvement in a child's education to significant improvements in both academic achievement and personal growth. When done properly and in a well-balanced manner, parental involvement with emotional support, guidance, or homework help—can contribute to improved long-term results, such as better academic performance, greater motivation, and higher self-esteem. The secret, nevertheless, is in the quality and measure of that participation, since moving out of balance and overinvolving strategies can have the contrary effect. With a particular focus on Armenian families, this research examines the studies conducted on parental involvement as well as its impacts, responses, and structuring under cultural factors.

### **The Benefits and Risks of Parental Involvement**

The significance of parental involvement in an individual's development is supported by diverse studies. Parental involvement, as previously said, can take numerous forms, ranging from basic academic assistance to support during difficult times. According to Rahman (2001) particularly in studies, “regular parental involvement—such as assisting with homework, going to school functions, or keeping in touch with teachers—is highly connected with improved academic performance and increased student self-esteem”. For that age group, Self-esteem along with academic achievement are greatly preferred with parents' support. And what the study also indicates is, that in the eyes of a child “Parents' emotional support frequently creates a feeling of connection to school, which increases involvement and responsibility”,

according to Jaiswal and Choudhuri (2017). However, it's crucial to prioritize some aspects of involvement by not stepping over them. Research does indicate that parental involvement needs to be balanced. According to Singh et al. (1995), parental support for academic success is beneficial, but excessive surveillance or domineering conduct might demotivate pupils at least, and have way deeper consequences such as stress, dependency and low confidence. This balance is particularly important in cultures that value family involvement in schooling. Even if there are benefits, over involvement of parents may have unexpected downsides. Singh (2015) observed that students who are under a lot of parental pressure frequently feel stressed, anxious, and less confident in their skills. In other scenario however, if the child's reaction to over-involvement and pressure is in a more aggressive manner, it may hinder a "conflict ,between conventional expectations and a student's desire for freedom, result in strained relationships and limit personal development in Armenian households, according to Kalantaryan (2017). In Armenian households, it is common, to take a directing stance, placing a strong emphasis on academic achievement and discipline. Although these goals are good, they can occasionally hinder a student's capacity for autonomous decision-making, which affects their capacity for problem-solving and maintains their confidence over time. according to Grigoryan (2005)

Parental absence or disengagement has been shown to have a very real effect upon children, and mostly in a negative way. Wright (2010) examined how lack of parental involvement—whether through demanding work requirements, emotional unavailability, or simple indifference—frequently leads to academic underachievement, low self-esteem, and emotional susceptibility. If children are

neglected or unsupported, particularly at initial development stages, they may internalize the message that their achievement or efforts are not noted, and retreat from social life and education because "it doesn't matter anymore". However, in Armenian perspective, this process is not given much attention, as traditionally families had strong intergeneration connections. In the majority of Armenian families, parental involvement is something to be assumed—so much so that grandparents are usually involved in raising and supporting the child too. Yet cultural expectations also mask underlying deficiencies in emotional availability. Parents can be physically or financially present but emotionally unavailable because of stress, work, or personal limitations. The emotional distance that such absence fosters is as destructive as physical absence, particularly in a culture where family unity is the standard. It is important to know how this absence—both overt and covert—impacts a child's motivation and learning. It assists instructors, community leaders, and even family members in recognizing when a child may require extra emotional or academic attention. Being able to draw the line between presence and participation can be a critical part of a child's life, particularly in societies where family participation has been viewed traditionally as a hallmark of success.

### **Cultural Influences on Parental Involvement**

The concept of parent involvement is not general; it is greatly determined by cultural and social beliefs. For instance, in Armenian families, education is one of the most important features of stability and prosperity. Academic success is highly appreciated by both cultures, though their approaches may be different, as Mareta's (2005) cross-

cultural study of parenting styles in Greek and Armenian families reveals. Grigoryan (2005) concludes that parents in Armenia are prone to considering education a family goal, which is raising expectations but also causing tension in issues of independence. This social emphasis on academic success has both positive and negative sides. Papazian (2007) noted that parents of Armenian origin are highly devoted to the education of their children but may find it difficult to adjust to innovative pedagogy that requires greater freedom and flexibility of students. It illustrates how culturally fitting tasks and expectations affect parent responsibilities in terms of necessitating empathy and sensitivity, as outlined below.

### **Gaps in the Literature**

Parental involvement has been thoroughly researched and documented in Western societies, yet how it manifests itself in non-Western cultures, like Armenia or other Caucasus nations, has been insufficiently researched and explored. The majority of the existing research does not examine the multilateral manner in which cultural beliefs and traditions influence parenting styles, particularly with regards to finding a balance between autonomy and support. Additionally, the public do not give opinions, and thus nothing is recorded on how over-involvement in Armenian families can contribute to long-term psychological outcomes such as stress and loss of control. In order to address these research gaps, the current study will focus on how Armenian parents prepare their children to succeed in school and how their involvement influences students' motivation, work, and overall well-being. Furthermore, it will analyze the advantages and disadvantages of Involvement in Armenian families, explain how cultural expectations and social pressures shape

parental responsibilities and behaviors, providing a more regional and correct view of these dynamics.

### **Background Information**

Parental involvement is one of the key aspects of a child's educational process.

Parental involvement entails various activities like school visits, homework help, and academic decision-making guidance. Studies consistently show that more parental involvement in the education of children can lead to heightened confidence, motivation, and performance. The effect of this involvement can vary depending on the type of dynamics, intensity, and style of the family.

Parental involvement is highly rooted in Armenian culture, where a high premium is put on education as a means of achieving success. Parents consider it their responsibility to help children succeed in school and achieve their future goals.

Parents are actively involved in helping children learn due to the cultural value given to education. It encompasses monitoring progress, setting high standards, and even actively engaging in professional career choice for a great number of Armenian families.

## Research Questions

With a focus on finding a balance between positive behavior and over- control, the purpose of this research is to examine the impact of parental involvement on Armenian students' academic performance, attendance, and personal achievement.

The main and secondary research questions are as follows:

### Primary Question

1. How can Armenian households implement parental involvement without limiting a child's freedom and choice, while succeeding the supporting and development of independence in students?

### Secondary Questions

1. What role does parental involvement play in Armenian students' academic performance, engagement, and personal success?
2. What are the key forms or frequencies of parental involvement (e.g., academic support, emotional encouragement, or career guidance), and how do they impact students differently?
3. How do Armenian cultural norms and societal pressures shape parents' expectations and their approach to involvement?
4. What factors—such as family dynamics or other influences—affect the effectiveness of parental involvement in Armenia?
5. To what extent does parental over-involvement hinder students' ability to make independent decisions or develop problem-solving skills?

6. How does the absence or disengagement of parental involvement affect students' motivation, academic performance, and emotional well-being?
7. How do students perceive the balance between parental guidance and their autonomy, and what do they identify as “too much” or “too little” involvement?

Both the advantages and disadvantages of parental engagement in Armenian education are intended to be examined by these questions. The responses will give parents, teachers, and community leaders practical advice on how to better assist pupils.

## **Research Methodology**

### **Interviews**

In the scope of this study, interviews were held with experts who come in direct contact with children—Elena Barteneva; psychologist and pedagogue with 40 years of experience in psychology, Head of the Psychological Service at Quantum College, and Specialist in Counseling Services at the American University of Armenia. Sarkis Keshishian; psychologist with 10 years of experience working at the International Committee of the Red Cross and other Centers, University Lecturer and Counsellor at the Counselling Services at the American University of Armenia. These professionals investigated how the involvement of parents influences the performance, emotional stability, and independence of Armenian students.

In order to better comprehend the role of parenting on Armenian students, this research made use of a variety of methods as well. These involved not just interviews with psychologists, but also questionnaires completed by young adults and students,

and case studies of families. Combining these methods permitted an insight into both overall trends and personal anecdotes of how parenting can affect the success and mental health of a child.

Parental involvement plays a significant role in an individual's formation—clearly, in a way much like water in a flower's life. Yet, as we all know, balance is key: too much water can destroy the plant. As Elena Barteneva noted, “We have to delegate some of things. But we cannot delegate our children in all spheres they ‘walk in.’” According to her, a parent must remain at least a step away from the child in order to let them form and grow as a full individual—or, in other words, let the plant flourish through balanced care. The healthiest approach lies somewhere in the middle, between being too involved and not involved at all. Sarkis Keshichian describes, that “the healthy involvement of parent can contribute to a lot of success in the student's life, not only in academic, but in further relationship, in career”. At the end of the day, the parents are the only people in the immediate environment of this earth who wants the best for their child. Parents who are overinvolved in their child's academic progress are often suffering from obsessive feeling of perfectionism. Barteneva explains it in following way, “A mother must be good enough, not perfect...It will end up ruining the psyche of a child, as well as her own. Nobody has—nor can—reach perfection. When we try to reach impossible things, in the best case we end up visiting psychotherapists. In the worst, we face much more unpleasant results.”

Parents typically handle their child as a thing, who has no preferences or desires, but parenting is about allowing children to discover their way, not defining the way for them. It is about allowing children to make the wrong decision every now and then so

they can learn and discover the right way on their own. Sarkis Keshichian defines it this way, that “the strategy is to start making them move into independence, not think for themselves, not decide for themselves because then, they will stay home and they will be dependent on parents all their life.” There are moments in life when a person needs to go through something in order to understand and grow from it. So first, give them the chance to try, to see what they like to do in their life. Elena Barteneva brings up, “People have their own predispositions, peculiarities, temperament. It is genetically predisposed. We can’t make out of them what we want”. To understand all of this, a parent must first of all be mature.

People may be ready to have children physically, but not psychologically mature enough to face it, the real world and the things that come with it. Barteneva explains, “We can observe how children develop the children,” meaning that some parents are still emotionally immature and unable to deal with reality. And the reality is that children are not clay to be shaped, but real individuals. Barteneva adds “we must develop a child, we must educate them, we must support and help. But we must leave the place for their own initiative, for themselves to form.”. Often, parents see children as something to show off to society—as if saying, “Look, we did everything to be perfect parents. We tried to make perfect children.” In this process, the child loses their identity and becomes just a tool for their parents or society. Elena Barteneva highlights that from an early age, a child must be prepared “to be able to live in society. We must somehow be taught to control ourselves. We must learn in some way to control ourselves. And understand that not all we want is alright. Not all we do is alright, or must disrupt the peace.” Extremely many times in life, we meet

people who are raised to think "the world is my own," not only is that wrong, but also can result in more problems in the future. The child may end up thinking, "I do what I want because I am the greatest and the rest are mere decorations in my life." This may cause that person to behave strangely or be mean. For instance, Barteneva shares an anecdote of a granddad who was "complaining" about his grandson: "He's so energetic, so initiative.". After he climbed onto the desk in school and got the teacher to shut up. Even controlled the class rather than the teacher." It appears the grandfather was complaining, but it's obvious he was really proud of the "leader" they brought up. Clearly, the grandson is going to have issues in life, and also be an issue to others. Because already in childhood, one's behavior reveals a lot about him. This case is a perfect example of how small things, which parents often ignore, actually matter a lot.

Certain things must be taught to a child, even when they don't initially make sense to them. Certain things in life just have to be done by "default." Barteneva gives an example with brushing one's teeth or showering: "We must make it interesting for them.". But then, too, we must start blending it with discipline." What that means is that children perform things that aren't nice or enjoyable sometimes on a regular basis and that just the way it has to be. They can't force themselves to do it on their own—they must have adults show them the way. To start off, let's explain to them why it is necessary. As Barteneva says, "We do some things on a regular basis without noticing, for example, brushing teeth. So nothing interesting is in it, but we do it and we do not suffer." Brushing teeth is not hard, but for children, it is boring or useless, isn't it? So what do adults do? They place toys or pictures inside the

toothbrush offered to the child. Initially, the child plays with it, later learns to utilize it properly. The same thing should be followed in education as well—play first, learn later. And while shifting from this, the adults should help and guide them.

During his career, Sarkis Keshichian came across many students with all sorts of problems at home.

Keshichian stands by the idea that “parents, when it comes to guiding or instructing, mentoring, motivating their child, they should be very objective in a way; what can I do for this human being to flourish? That has to be their mindset.” A child is sometimes negatively motivated or positive reinforcement is what gets them going. There is no one-size-fits-all line on being involved in your child's education—balance is the key. Keshichian depicts "some students feel motivated by family pressure, as without it, they may become lazy or careless. In some cases, its the right opposite ;the pressure works like motivation." But in the long run, it results in burnout" There is also another side of the coin that for some children, if their parents don't get involved, that itself acts as a driving force. They become very independent. They learn to battle problems by themselves and become resilient. So here, the lack of involvement works in their favor. While for others, excessive parental involvement can be a problem. It can foster co-dependency. The child will say, "Okay, I don't need to try harder, I don't need to dig deeper, 'cause my parents are always gonna be there to bail me out." So again, it really depends on the individual's personality and how they respond to the situation. That is why parents must try to look at what is best for their child. Maybe it has to be a bit strict. Maybe it has to be more support, or being a friend. So, in the words of Keshichian, there is no formula for parental involvement success. It is a two-way depending; a child and a parent

communication. Barteneva also includes an Indian quote to demonstrate this point: "A child is a guest in your home. Give him clothes, educate him, let him go." We are not to attempt to turn them into somebody else. Not necessarily always on a very personal level, but parent-child communication and respect are at the heart of knowing each other and of having a good relationship.

As mentioned before, the key is to stay between "too much" and "nothing." Feeling neglected can feel just as heavy as having too much pressure and no guidance. When parents fail to get involved—either due to busyness or other reasons—the child starts to feel ignored. They might try to make up for that by looking for attention or care somewhere else, and sometimes they end up in the wrong places that do not fit their interests or where they do not belong. As Keshichian puts it that, "If no one is involved in their life, they will feel left out." It will impact their socialization. It will impact their mental health." So, involvement is very important. But it's also very important that parent involvement doesn't become a tool for control or personal agenda. When support is given with the hidden agenda of shaping the child into a model of achievement that will do nothing but further the parent's reputation or expectations, it is no longer support but manipulation. For instance, a parent can provide financial help—covering school, activities, or other needs—but not presence or emotional understanding. In such cases, the child can end up feeling like they have to perform rather than being supported to grow. Elena Barteneva illustrates, "They find a nanny, drivers, educators and somehow expect that these are the people that must do all the job instead of them." It seems to me that emotional contact with child shouldn't be lost, but maybe they think that in this way they are doing best for their child." The parent might say, "I'm paying for everything," but the child might just

need advice from their father or attention from their mother. Barteneva also discusses about another side of this: “Many are simply too busy, caught up in responsibilities and routines. And for better-off families, that busyness is also tied to the same work that provides comfort and opportunity for their children. It's understandable—success demands sacrifice. But still, the reality is this: there are parents who come home so late their children are asleep, and leave again before they are even awake. Days go by without any meaningful interaction. In the end, no matter how much is provided in the way of material items, the child still longs for something else—connection, presence, a feeling that someone truly sees and hears them.

Parenting approaches vary across cultures, each with its own understanding of involvement. The household a child grows up in plays a central role in shaping their development. In our case study, Armenian families and cultural values are highlighted, where involvement remains strong and particular—wherever the family resides. This is true not only in Armenia but throughout the wider Caucasus region. And that traditions get stereotypical, routine events wherein all family members are involved in the rearing of the child. In other instances even ignoring the interest and talent of the child, but rather more focusing on positioning, the child within the stereotype of an average person. Not expecting that they ultimately choose the career that they dislike, ultimately get burned out, ultimately lose motivation and ultimately blame parents for the kind of life that they live. Barteneva goes on "then, in 15-20 years, they say, "Why don't you want anything?" They didn't realize how their interest slowly turned into controlling tool. And they start making decisions instead of the child, and slowly ruining their life. This produces individual who is always hungry for parental approval since Keshichian said, "They will not have this richness

of experience to try what is their inner voice is saying and hence that will block their intuitive or their own intelligence." And becoming relaxed with this we're not conscious, that naturally, on the long run, we will indirectly create this kind of work environment where we are under pressure from our superiors or from our co-workers. Barteneva also shows how this can impact relationship too, "There is a theory of attachment, so different behavior of parents, developed different types of attachment in children, so when they grew up, they may be not able to trust other people.". They may not be able to just get close, or maintain a good stable relationship." For instance, when individual get close to some other person and It appears that they love each other, can maintain relationship, become one family, but when person try to get close to other person,he or she start avoiding. So this is generally on early childhood experience.

In Armenia, how families live together determines the way parents stay involved in the lives of children. This is one of the reasons why strong family ties and common values still shape parenting to this day. So again, we might be living in a communal household, where we have our parents and grandparents. Elena Barteneva adds further that "There was an explanation ,that after the genocide, the country became kids-centered, kids-oriented and if we compare it with some of our neighbors cultures, we can say yes.... We are busy with children maybe sometimes too much". Consistent with this, choice and control are considerably more potent than in other countries—especially those more developed and individualistic in character—where family values are not as strongly emphasized. There, things just look simpler because of the change in values where individual choice is more valued than decisions of the collective. So, therefore, we can say that in Armenia, where family ties are still strong and where still staying with your family even after you're in your twenties is

popular—which also deviates from other cultures—parental influence is still present. And whether we like it or not, parents are still involved in the lives of children, sometimes even more than being involved.

You can ask, can there be a freedom of choice? I'll try to respond to your question through storytelling. Suppose, if there is, as I mentioned, no balance, no awareness—if the grandparents are interfering, if the mother is interfering and the father—the child will actually have pressure. And so it will be the opposite of neglect. Rather than feeling neglected, they will feel overpressurized, overexpected to succeed: the expectation of the mother, the expectation of the father, the expectation of the grandpa and grandma. This is one perspective within the house.

Other than that, in Armenia, which is very much common, it's the collective, let's say, where we're living. It's the comparison with our neighbors, with other relatives, how they are doing. So this indirectly, as well, influences how our family members, they get involved in our decision-making. And do you want to know what may happen when the child opens up on his/her choice? A huge generational gap appears—one where mindsets are very different. The family members still operating under the old culture, the old tradition, this starts creating a lot of conflict because no one is asking the child, what do you think? What do you think is the best direction? And, hence, this can create a lot of pressure or even an impact on them. The more effective approach is to have an open discussion, rather than, "This is the education you need to do because I told you so," or "because I am footing the bill." That sort of attitude will eventually backfire and be a negative influence. Because, open discussions are generally avoided this results in conflicts, therefore open discussions are encouraged.

All the misconceptions happen because of the generation gap stated above since, for the older generation, there was only one way to become successful or improve your life and that was through education. Parents being generally set in their ways, as it were, tend to perpetuate the notion indirectly, that the only way to be successful and a better person is to get a degree. But education itself is not the only way of being a good person, and emphasizing education alone can't guarantee prosperous life in the future. University education becomes the priority, and children become high school students with very good study records, but they might lack the other skills required to be successful. It is crucial for parents to realize that although academic success was once believed to be the most significant key to success, this is a bygone era. Keshichian is convinced "you don't need straight A's to be successful; it's not a guaranteed path." Many students are already struggling with this reality. They graduate with excellent grades but become unsuccessful in the real world because they have failed to develop the skills needed to successfully navigate it. Keshichian also cited a common experience from the majority of homes. Sometimes, a parent might say, "I am doing the child's homework to ensure he or she doesn't get a low grade." But this could result in bigger problems. Instead of helping the child develop, it could make them more insecure or dependent. They are able to become used to relying on the parent instead of learning how to do it for themselves. As Barteneva would express, "A mother who is not involved is not good." But too much mothering can be worse. A parent might say that he or she is always involved in his or her child's school, but if the child is not learning or becoming independent, then the involvement is doing more harm than good. The real goal should be to help the child but also to show him or her how to become responsible, independent, and confident. It's about being present for them, but not doing it all for them

The end goal of being in a person's life—especially a child's—is making him or her the best version that they can be. Never should it be a cause for burnout, stress, or pressure. Help is always necessary, no matter what. A child who fails or succeeds still needs help. It's not just helping them when they mess up. Listening to the child is the core. If they haven't yet understood what they would want to do, it is important to expose them to different experiences and opportunities. Through this, they will know how to identify what they truly love or what they are interested in. When a child does what they love, they are most likely to be far more successful.

“In reality, the involvement is important in a person's life. But how involved you are, how balanced the approach is- is what matters more” Keshichian explains. It's very important to highlight the true purpose of this whole process: helping the person become their best self. The goal should never be to push them so hard that they feel burned out, suffocated, or under too much pressure. Support should always be present, no matter the situation; whether a child is succeeding or struggling, they still need encouragement and guidance. Listening to the child is key. If they aren't sure what they want to do in the future, it's important to give them as much exposure as possible to different options and experiences. This helps them discover what they are passionate about and in the end, any child is more likely to succeed when they are doing something they truly believe in. A good example Keshichian shared is a common issue in many households. Sometimes, a mother may say, “I'm doing the homework for my child because I don't want them to get a bad grade at school.” But this kind of involvement can cause more harm than good. What if, by doing the work for the child, the parent is actually making them less confident? Instead of

helping the child learn, the parent might be making the child overly dependent and less capable of doing things on their own. Barteneva comments “not involved mother, is not good. Too much involved mother, maybe even worse.” The mother would say, I’m always involved in the lessons, while the child is not. They’re taking the school, but the child is not being equipped to be self-reliant or independent. And that’s the whole problem we face. The whole idea is simply supporting the child, but still not making them non-independent. It’s about helping the child become independent and responsible, while still being present to offer support.

Especially at an early age, people need someone mature to guide them and shed light on what is correct and right in this life—and those are the people who, first and foremost, gave life to us: our parents. Parental involvement serves as a guiding base that leads the child into the “serious” part of life and therefore cannot be seen as unnecessary. After all, even adults sometimes seek advice from someone more mature, right? So what feels so abnormal about parental involvement when it’s implemented under the right circumstances? Parental involvement should guide, not control, allowing growth without demanding perfection. This process is already tough, not mentioning if a person interprets your approach differently and react accordingly, based on their mindset and understanding. Meaning that even if the “parental involvement is both conscious and mature,” sometimes the problem may lie within how the person reacts to that.

## Case Studies

For better understanding and a more vivid illustration, we have conducted case studies—interviews with families—as formation of an individual is a very important part of life, parents shared their experience in this periods of their childrens' life. This is where case studies can offer something expert interviews cannot: the real-life nuances. To explore how often misunderstandings happen between parents and children—despite good intentions—this section shares interviews with families. These personal stories reveal how the same parenting style can lead to drastically different results based on the child's temperament and perception.

The first case involves the family of Zara and Mher Khachatryans'; Khachatryan, who see parental involvement as not a guarantee stamp of approval on a child's life success, but explain, that at least, it may make them a step closer to being a successful and disciplined person, who later in life can achieve his goals. The parents of two kids, Tigran (15) and Robert (17), who are brothers two years apart in age yet have quite different characters and responses. Zara sees both boys as intelligent and full of potential, but their personalities could not be more dissimilar. Robert, the older brother, is naturally open, responsive, and ambitious, driven by personal growth and hard effort. He takes pleasure in discussing his progress, is receptive to assistance, and feels encouraged. Tigran, on the other hand, is calmer, more sensitive, and respects his privacy. He seems to deal with criticism differently from an early age and shy away from being questioned or corrected. The parents were the same for both, but Tigran started to emotionally remove himself from Zara as she tried to use the same approach to parenting that had worked for Robert, such as checking

homework, demonstrating interest in his studies, having conversations, and getting in touch with teachers. He would shut down, get defensive, and completely stop talking about himself. His disengagement eventually resulted in a drop in his interest for schoolwork and a separation from his parents, which Zara now understands to be his way of feeling overloaded and "scared away" by what seemed like pressure, even if it wasn't intended to be that way.

Zara recalls, "I remember once my boys came home from school, and I asked how their day went. Robert couldn't stop talking; he was bursting with details, jokes, and stories about his day and his school mates. Tigran, on the other hand, was silent, so I turned to him and tried to engage him in conversation by asking about his day, his classes, and whether anything interesting had occurred. "Nothing special," he simply responded, followed by another question with a similar response. Just as the conversation looked to be about to pick up steam, he quietly left for his room. That moment stayed with me. It felt like a sort of withdrawal rather than just silence. Afterward, I couldn't help but wonder if he views it that way or if I'm the one asking too many questions. Here we can plainly see, how inner qualities of each start to show off, especially when we see the contrast of reactions to the same case. Zara, boys' mother adds "Years passed, but it left a residue... Even now, I try to watch my tone so I don't offend him anyhow—because the worst part is, I might never know if I have. Tigran just goes silent. I think it's a coping mechanism he's developed."

At other times and in specific situations, the contrast between the two boys was particularly noticeable—sometimes subtle, but telling. The contrasts in their personalities manifested themselves in patterns: when Robert had the opportunity to

set himself apart, he did—whether in sports, school, or other competitions, he succeeded as a winner ;Tigran, on the other hand, frequently chose not to compete. It was as though he preferred to be on the sidelines. Mher states "Even now, when boys grow up, you can still notice how Robert can try assert his leadership and Tigran can choose neutrality and silence, and thats just about two very different characters.". Even educators had noted, how Tigran was introverted and sensitive, even withdrawn at times, while Robert was expressive and dramatic—a stark contrast in personality" And what these stories and observations make clear is that parental involvement is not a one-size-fits-all solution—it's a dynamic, ever-evolving process governed by the child's unique temperament, consciousness, and needs. As with Zara, even if love and support are present, how that involvement is received can vary greatly. What suits one child can be overbearing for another.

The second case-study introduces the Sargsyans' family, Hasmik and Emil, with children, a son, and a daughter; Elen(20) and Vahagn (19). The spouses have in common the side, that parenting is important, but when it comes to studying left an opportunity for their children to become independent from a certain age. Hasmik recalls "having experience since my childhood, my mother used to help me in studies, maybe till 5th grade, but then, my mother could not manage that with her heavy work and I tried doing it the way I could, which surprisingly, was good enough,as I got good grades and praise from school" Understanding personal example, parents viewed their work as an opportunity, for their children to stay independent, until parents come back home after an operational day. Hasmik goes on

I always wanted my kids to be independent and not disturb me regarding school, managing their studies themselves, hoping it would be a small step to make them responsible and disciplined.

To the surprise of many, this method was extremely influential to Vahagn.

He developed sense of responsibility and self-control in a way, that even parents were amazed. Emil recalls, "Vahagn became so serious... He used to be lazy and only concentrated when something really interested him." I could hardly imagine him becoming this grown, responsible, and timely person—now he schedules his days to the gym, adheres to his routine, and is working hard to apply to university abroad. The "hands-off" approach seemed to push him towards autonomy, getting him more concentrated and goal-oriented. Whereas in contrast to Vahag, More sensitive in her temperament, Elen began to read the exact scenario of lack of scholarly supervision literally not as an act of faith—but as emotional detachment. Being a person who had become used to the constant 'pillow' of shelter from her parents, that sudden wave of responsibility came unexpectedly. Hasmik explains, "She started to feel like no one cared about what she was doing." Later, even her grades slipped, and she stopped communicating things to us. I didn't realize it at first, but afterwards I recognized it wasn't laziness or lack of ambition—maybe more need for emotional support, someone to be interested and to guide her carefully.

Accordingly, when Vahagn found freedom, Elen saw detachment.

What made one stronger unintentionally made the other weaker. Hasmik now understands how Elen's retreat into silence was

a quiet display of unfulfilled emotional needs. "Same approach, but different results," she says. "Now, I try to check in more with Elen—not to control her, but to show her I care. Just talking, being present.". She is slowly returning and opening up again. There are instances when a child's needs are not complex—like attention, love, or safety—but if these are withheld, it produces emotional distress or even depression. This emptiness cannot be compensated for by any level of amusement, academic success, or companionship. It usually is that a child's emotional bonding with a parent cuts deeper than we can envision—deeper than any other relationship in life.

Those family stories' highlight an essential truth: parenting isn't about applying the same formula to every child. It's about listening, observing, and adjusting—about recognizing that, what builds independence in one might create emotional distance in another. Parental involvement, when approached with sensitivity to each child's personality, becomes less about structure and more about connection. And that connection, in the end, is what gives children the foundation to grow—not into who we want them to be, but into who they truly are.

### **Surveys**

As the final part of the Research Methodology, an online questionnaire was distributed and completed anonymously by participants from various educational backgrounds to gain an insight into their perceptions and experiences of parental involvement.

The questionnaire had both closed-ended (quantitative) and open-ended (qualitative) items. The answers were examined for patterns, trends, and underlying attitudes towards parental involvement in education within a specific generation. The initial

three questions were designed to collect demographic data to put participant responses into context. In this case, participants were requested to provide their gender, age category, and level of education at the time. Most respondents who were either male or female, aged either 18–24 or 25–34, and reported being either current bachelor's students or master's degree holders. These groups formed a suitable backdrop for contextualizing the survey results in understanding, specifically, parental involvement patterns at different life stages and educational backgrounds of target audience.

With the following multiple-choice question, "Looking back on your education, how significant do you think your parents' role has been in shaping your academic journey?" we assessed participants' perceptions of the overall impact of their parents on their education. Options were "Very significant" by 55,7% and no option for "Not significant", but still "somewhat significant" by 29,5%. Most of the respondents; selected "Very significant" or "Somewhat significant," and this implies that notwithstanding, the large majority of respondents view their parents as important influences on their educational advancement. This question gave an initial awareness of the extent to which students recognized parental involvement—either as a directive, motivating, or nurturing influence.

These quantitative results put the rest of the questionnaire into perspective, validating the importance of further questioning about parental roles in subsequent questions. Then, as our research had a focus on the Armenian families, the question was posed to that as well. Asking "Compared to other cultures, how would you describe parental involvement in Armenian families? This qualitative question provided

cultural comparison information. The responses indicated that not only do the majority of the 73,9% respondents feel Armenian parents are more involved in children's education than other culture parents, but there wasn't a single of the hundred answers to select that "Armenian parents are less involved than other cultures."

Then, in order to gain some information about experience, of how parents normally participate there was a multiple-choice question, "In what ways have your parents been involved in your education?" More than one option was chosen by participants and responses vary in the following ways: such as "Providing academic support" in 55 responses, 44 responses in "Setting high expectations," 43 responses in "monitoring academic performance", and finally 48 responses in "guiding on university and career choices". This question was assessed quantitatively, and frequency counts demonstrated that the most common forms of engagement were academic support and setting expectations.". Others also recorded "Allowing full independence," in 40 responses, indicating a level of diversity in parenting strategies.

"How has your parents' involvement influenced your academic experience?" was the next question given to them. Personal reflections were triggered by this open-ended question. Categories including "supportive and motivating," "pressuring and stressful," and "neutral impact" were used to code the responses. A considerable portion of participants—54.5%—thought that parental participation improved their academic discipline and motivation. A further 12.5% of respondents said that it added stress or pressure, which occasionally impairs performance. The question that follows is, "Have you ever felt pressured by your parents' academic expectations?" Many people answered "Yes, frequently," "Occasionally," "Rarely," and "Never" to

this closed-ended question. With 25% of respondents selecting "yes, frequently" and 38.1 percent selecting "occasionally," quantitative analysis revealed that the majority of participants felt some level of pressure, with a significant percentage indicating frequent or sporadic stress. Just 15.9% of responses were "no, never." These results highlight the emotional aspect of parental participation.

"To what extent do you have independence in making academic and career decisions? Explain the balance between your independence and your parents' guidance. The participants' descriptions of their degrees of independence varied. The majority (79.5%) said that although their parents provide advice, they make their own judgments in the end, with only 15.9% making decisions alone. Many Armenian families appear to be having difficulty striking a balance between tradition and contemporary individualism, based on the responses. However, as disinvolvement is also discussed in our study, the question "What are the potential consequences of absence or removal of parental involvement on students?" also relates to that topic. There were conflicting responses to this question. According to 38.6% of respondents, "poorer academic performance" was caused by a lack of structure or emotional support. 17% of respondents cited "greater independence and self-motivation" as possible advantages. Less thought disengagement would accomplish "no significant impact." The ways in which cultural expectations influence students' views of success and failure were discovered through a theme analysis of these disparate beliefs.

But the very last question helped us to put the final puzzle and get the picture.

"If you could change one aspect of how your parents have supported your education,

what would it be?" As the final question, this topic encouraged reflection and criticism. Answers varied from wanting "more emotional support" and "less pressure" to wanting "more trust in decision-making." A few individuals said they were happy with their parents' strategy and wouldn't alter a thing. Students' unmet needs and the emotional gaps that occasionally occur with well-meaning involvement were made clear by these qualitative responses, which offered crucial feedback. The purpose of this thoughtful, open-ended question was to get children' individual assessments of their parents' support. Numerous emotional and practical requirements were identified through topical examination of the replies.

Most of the participants reported a desire for reduced academic pressure because they felt stressed and less intrinsic motivation occurred through constant demands of high achievement. One participant commented, "I wish they would have let me make mistakes without judging. It was like failure wasn't an option." A few of the participants emphasized additional emotional support rather than just academic involvement. For instance, one student stated, "They were always grade-conscious, but I needed more emotional support, especially during stressful times." Others longed for more trust and autonomy, indicating that their parents' control sometimes made them feel less sure of themselves. One respondent declared, "I wanted them to have faith in my decisions, not dictate them."

However, not all remarks were unfavorable. Some participants were happy and appreciative of their parents' approach, saying, "I wouldn't change anything. They supported me in the best way they could." The variety of reactions illustrates the complex nature of parental involvement—where intentions are often good, but outcomes are mixed depending on communication styles, expectations, and cultural

norms. These observations helped underscore the importance of balanced parental engagement, which validates academic growth while still respecting the student's emotional well-being and independence.

### **Methodology**

With a mixed-methods approach, the study in this research will investigate the influence of parental engagement on the educational attainment, motivation, and happiness of Armenian children using surveys, interviews, and case studies. A clear grasp of the subject will be made possible by this method, which will enable statistical analysis of trends as well as in-depth examination of individual and cultural processes.

### **Data Collection Methods**

#### **Interview with Psychologists**

In addition to survey data, semi-structured interviews were conducted with psychologists that had experience with educational and developmental processes in Armenian society. The aim was to gain professional insight into the psychological impact of parental involvement on student performance, motivation, and independence. Interview questions related to the role and balance of parental involvement, comparisons to other societies, and observed results of over-involvement and disengagement.

Key issues included the emotional cost of academic pressure, culturally inscribed expectations within Armenian families, and the best forms of parental support resulting in both attainment and independence. The qualitative data from these interviews were interpreted thematically to explore patterns such as "support vs. control," "pressure vs. motivation," and "cultural over-involvement." These professional observations took the research forward by locating survey responses within a broader psychological and cultural framework.

### **Key Questions;**

1. Do you think parental involvement is important in individual's education and further success? If so, Why?
2. Now, Compared to other cultures, how would you describe parental involvement in Armenian families? Too much or Just enough?
3. How does parental involvement (or lack of it) affect student success in Armenia? Closer to Pressure or Motivation?
4. Have you noticed any cases in how different levels of parental involvement impacted student engagement and motivation?
5. What are the potential consequences of absence or disengagement of parental support for students?
6. What would be the ideal way for parents to support their children's education without being too controlling? How to find a better balance between guidance and independence?

### **Survey**

The survey component of the study was crafted to learn about the opinions of students—ranging from secondary school level to early career individuals—and their parents on the methods, frequency, and impacts of parental involvement in education in Armenian families. The survey tool comprised a combination of multiple-choice and open-ended questions. Significant areas addressed included self-assessed significance of parents' roles, comparison with other countries, emotional and academic impacts, levels of autonomy, and observations of desired parental support.

### **Key Questions;**

1. Looking back on your education, how significant do you think your parents' role has been in shaping your academic journey?
2. Compared to other cultures, how would you describe parental involvement in Armenian families?
3. In what ways have your parents been involved in your education?
4. How has your parents' involvement influenced your academic experience?
5. Have you ever felt pressured by your parents' academic expectations?
6. To what extent do you have independence in making academic and career decisions? Describe the balance of parental guidance and your independence.
7. What are the potential consequences of absence or disengagement of parental support for students?
8. If you could change one aspect of how your parents have supported your education, what would it be?

The quantitative measures (e.g., perceived parent involvement importance, academic pressure sense) were statistically examined to test patterns, correlations, and

differences for age, gender, and educational level. Open-ended items were coded thematically to identify recurring themes and culturally universal processes, such as guided independence, over-involvement, and emotional support. This mixed-methods approach enabled the research to balance quantifiable patterns with individual views in order to reach a fuller degree of understanding regarding Armenian families' balance between assistance and autonomy in their children's educational lives.

### **Case Studies**

To provide an in-depth understanding of how Armenian families approach parental involvement while balancing their children's independence, two case studies were developed. These qualitative case studies offer more than theoretical or expert insights—they reflect the emotional and practical realities of parenting, as told by the families themselves. Through interviews, parents shared how their involvement shaped, supported, or sometimes unintentionally hindered their children's emotional and academic growth. These stories reveal how the same parenting style can lead to very different outcomes depending on each child's temperament and perception.

### **Anticipated Findings and Significance**

In addition to highlighting the difficulties in striking a balance between freedom and supervision, this study is anticipated to demonstrate how parental participation affects kids' academic performance, engagement, and well-being, particularly in Armenian households. The research attempts to offer insights that might help parents

and students by examining the cultural, emotional, and practical facets of parental duties.

### **Anticipated Findings**

The research results revealed a multifaceted landscape of parental involvement in Armenian families, shaped by cultural traditions, values of generations, and individual student personalities. Based on survey analysis, case studies, and interview analysis with experts, several points emerged:

**Equally Balanced Involvement Produces Better Results:** Students with moderately and emotionally involved parents reported better academic motivation, enhanced engagement, and greater confidence. These students described their parents as being there, but not controlling—being directive without encroaching on autonomy.

**Over-Involvement Creates Emotional Load:** One dominant story among interviews and questionnaires was the emotional load of over-involvement. Students complained of pressure, stress, and feelings of loss of autonomy. This encroaching came about from perfectionist standards or cultural values that linked accomplishment and self-esteem.

**Parental Absence Is Equally Harmful:** At the other end of the continuum, children who endured parental withdrawal—through either emotional unavailability or indifference—felt un-contained, de-motivated, and less confident in their own potential as learners. While some developed autonomy as a counter-reaction, most experienced this absence as neglect.

**Cultural Norms Mold Parental Roles:** Armenian culture, historically more education- and family-oriented than some, greatly impacts parenting. While this emphasis promotes scholastic achievement, it occasionally leads to overengagement or authoritarian expectations that do not account for the child's own individuality.

**Student Responses Depend on Personality:** Case studies determined that the same parenting style could have wildly different results depending on the personality of the child. While some students thrive with structure and involvement, others may find the same actions intrusive or overwhelming.

**Need for Emotional Support and Trust:** In the surveys, respondents continued to express a need for emotional presence from parents and increased trust in their own decision-making abilities. Many indicated they wished parents had prioritized emotional understanding as much as scholastic achievements.

**Importance of Adaptability and Communication:** Across all the sources of information, the overlying message was that responsiveness, empathy, and communication were essential elements in successful parental engagement. There is no single recipe—parenting must be attuned to the varying requirements and emotional landscape of the child.

### **Limitations and Avenues for Future Research**

Although this study examines the topic of parent involvement extensively—via expert interviews, real-life family case studies, and pupil surveys—it is still important to acknowledge that we cannot make definitive or universal conclusions. Parenting is both a cultural and personal experience, and every child responds in his or her own individual way based on his or her own personality, environment, and family

configuration. This research does not claim to offer prescriptive solutions but aims to give a deeper understanding of how involvement can help or sometimes hamper the progress of a child. It gives us a deeper insight into how Armenian students specifically are influenced by different parenting styles, and why balance, emotional availability, and communication are essential.

### **Overall Conclusion**

Parental involvement is the central variable that impacts the academic life and personal life of a student, especially in the Armenian social environment where school and family are linked to academic achievement. Such being the case, systematic research shows that parental involvement is effective in its expression and whether or not support can actually equate the temperament and affective profile of the child.

Excessive involvement—especially when it becomes controlling, overprotecting or perfectionism—can lead to stress, reduced motivation, and lack of self-sufficiency. On the other hand, underinvolvement can leave students feeling unsupported or isolated. The optimal outcomes occur when parents offer support but also respect their child's independence and encourage autonomy. This study tested the impact of parental involvement on student achievement in Armenia, finding the ideal level of support versus control. Drawing on subject expert interviews, case studies with parents, and survey feedback, the study suggests that parental involvement is vital but the manner in which it is implemented makes a critical difference to a child's educational performance, emotional well-being, and personal development.

This study emphasizes the significance of emotional presence, trust, and communication between parents and children. By achieving a balance between these factors, parental participation can be invaluable for enhancing academic achievement and the development of strong, self-aware individuals. Parents should focus on enabling their children to be their own best selves rather than molding them into someone else's conception of success.

The study's conclusions demonstrate that when parents were sensitive to their child's temperament, controlled their level of involvement over time, and offered both academic and emotional support, good outcomes resulted. While students were appreciated, trusted, and given the freedom to make their own decisions—even while making mistakes—they reacted with approval. Flexibility, communication, and maturity on the parent's side were the most important aspects in developing healthy relations and strong student outcomes.

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