

Exploring Connections between Parental Involvement, Academic Flourishing, and Performance among Congolese Youth

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Abstract:- Conducted with 150 participants, the research sought to investigate the intricate interplay among diverse educational variables and the academic accomplishments of adolescents. Utilizing a questionnaire comprising 60 items, we explored dimensions such as parent-child communication, parental involvement in school tasks, parental expectations regarding school, schooling, motivation, and academic outcomes. The obtained results were analyzed using the causal paths method. Our conclusion highlighted significant associations among these variables. Specifically, parent-child communication emerged as a pivotal factor, positively influencing schooling, parental guidance in school tasks, and academic success. Moreover, active parental engagement in scholastic activities exhibited a favorable influence on scholastic accomplishments, simultaneously shaping parental outlook on education. Additionally, our research revealed that parental expectations were linked to students' motivation to complete tasks at home. In parallel, individual variables such as gender, age, and family situation also exhibited distinct impacts on academic achievement. The research provides a comprehensive insight into the underlying mechanisms of adolescent academic success, underscoring the significance of parent-child communication and guidance within the educational context, all stemming from the analysis through the causal paths 'method.

Keywords:- Parental Involvement, Schooling, Academic Success, Adolescence.

I. INTRODUCTION

The increasing concern among Congolese educators revolves around school dropout due to the far-reaching implications it has on individuals' social lives (Kakoma, Muyamba & Mukeng et al., 2018; Byamungu, 2020; Nfundinko & Langer, 2018). Among the contributing factors to this phenomenon, academic failures stand out, consistently highlighted by most researchers who have delved into this issue. Indeed, for youth, especially within the Congolese context, academic success embodies a minimal beacon of hope for social advancement (Janosz, 2000; Jolicoeur, 2008; Demba, 2010; Mbakidi, 2018).

This study addresses the issue of academic success, placing particular emphasis on the environmental aspect, specifically the familial and scholastic contexts in which the child resides. This environment is identified as one of the underlying causes of academic underachievement (Lehalle, 2014). In other words, it is imperative to delve deeply into the relationships between the child, the school, and their parents. As the primary agent of their own education, the child requires guidance, counsel, and a sense of security to effectively assimilate educational material (Feyfant, 2011; Deslandes & Cloutier, 2005; Boubakour, 2012). To this end, the support of parents and/or guardians is indispensable, as at this developmental stage, parental practices concerning youth education play a pivotal role in their future educational and social success. In consonance with Bronfenbrenner's kinetic paradigm (1979), personal evolution takes shape via an evolving and mutual interplay between the individual and their surroundings. Consequently, the scholastic attainment of young adults is intimately intertwined with their rapport with the familial milieu.

Nonetheless, the economic precarity in Congo constrains some parents from fully assuming their role toward their children. Studies reveal that numerous Congolese parents grapple with financial difficulties that force them to focus on day-to-day survival. Amid this daily struggle, many parents lack the luxury of providing adequate educational guidance to their children (Lamotte, 2006; Namegabe, 2008). Although many parents express positive aspirations for education and engage in intermittent discussions with their children regarding schooling, a substantial number lack the knowledge of effective strategies to support their children's education (Mbakidi, 2021; Massamba, 2011).

Faced with this reality, many parents do not resign themselves; instead, they seek help from older siblings within the family to support their younger counterparts, or they encourage their children to seek assistance from other adults in the neighborhood or community to secure adequate educational support (Menda, 2020; Armandine, 2020).

The principal objective of this investigation is to scrutinize and delve into the relationship between parental involvement in the educational journey of Congolese adolescents and their academic achievement. The study

seeks to investigate how different parental practices, including guidance, support, and interaction, impact the academic success of these adolescents. By focusing on the interplay between the adolescents' scholastic environment and their familial context, the research endeavors to illuminate the degree to which parental engagement contributes to mitigating academic underachievement and reducing the likelihood of school dropout.

Furthermore, the study aims to identify the specific dynamics of parental involvement within the context of economic constraints in the Congo. By understanding how parents navigate financial challenges and still attempt to support their children's education, the research seeks to uncover innovative strategies or practices that can be replicated or adapted to enhance parental involvement in similar contexts.

Ultimately, the findings from this research will furnish educators, policymakers, and parents with the resources to craft essential tactics for actively participating in the education of young individuals. The overarching goal is to minimize failures and rates of school dropout to the utmost degree achievable.

II. PARENTAL INVOLVEMENT

Parental involvement, as expounded by Deslandes and Bertrand (2004), encapsulates the dynamic and purposeful role parents assume in the odyssey of their offspring's scholastic voyage. Tazouti and Jarlégan (2015) further elaborate that it entails the allocation of resources for a child's education, including not only financial contributions but also psychological, pedagogical, and social support. This involves the time parents dedicate to assisting with homework and participating in school-related activities.

Maternal or paternal engagement, as outlined by Galand and Hospel (2015), encompasses the vibrant and deliberate roles parents embrace in their offspring's educational journey. They concur that parental participation operates on dual strata: within the familial realm, where it contributes to homework assistance, and within the scholastic milieu, nurturing cooperation between the educational institution and the family unit. This study chooses to emphasize the significance of parental practices at home due to their potential to substantially influence the academic pursuits of young individuals.

Douadi (2013), asserts that the origins of school dropout often trace back to family dynamics. Jimerson et al. (2000) reinforce this notion by suggesting that the familial milieu and the caliber of nurturing extended to the child are indicative factors influencing scholastic triumph or attrition. They further highlight the impact of the family on academic outcomes.

Blaya and Fortin (2011) emphasize the importance of supervision, homework assistance, and open communication regarding school matters. Therefore, when operationalizing parental engagement within this study, it encompasses

facilitating children's enrollment in school, nurturing dialogues between parents and children about educational topics, providing support with homework, and recognizing parents' educational aspirations.

The complex notion of parental engagement profoundly molds the educational trajectories of offspring. It entails parents immersing themselves wholeheartedly in their child's educational odyssey, encompassing a diverse array of supportive endeavors that extend beyond conventional classroom confines. This encompasses not only tangible but also intangible assets, engendering a dynamic interaction between parents and their progeny's educational expedition.

A scholarly accord among scholars such as Francis, Milova (2011), and Asdith (2012) highlights two intertwined facets of parental engagement: domestic support and partnership with the educational institution, culminating in a cohesive scholastic encounter.

Within the realm of family dynamics, Blaya and Fortin (2011) emphasize the cultivation of an environment conducive to learning, offering guidance, effective communication with the school, and fostering constructive expectations. As a result, operationalizing parental involvement involves a thorough examination of factors such as facilitating enrollment, open dialogues with the school, homework support, and parents' educational aspirations. This comprehensive exploration unveils the nuanced influence of parental engagement on the scholastic paths Congolese adolescents.

III. SCHOOLING

At the heart of this study lies a pivotal decision, one that accentuates the term "schooling" over "education." This deliberate choice is underscored by a resolute aim: to encompass the full spectrum of the educational journey. Schooling, as it emerges through the diverse viewpoints of stakeholders, transcends the conventional understanding of mere school attendance. Instead, it encapsulates a multifaceted and evolving process that goes beyond the boundaries of traditional education. In essence, schooling represents an immersive and dynamic engagement within the realm of formal education.

This conscious departure from the term "education" reflects a comprehensive vision. While "education" often carries connotations of knowledge acquisition and formal instruction, "schooling" encompasses a broader tapestry of experiences. It delves into the intricate interplay between academic pursuits, social interactions, extracurricular engagements, and personal growth. By choosing "schooling," we acknowledge the nuanced journey that learners undertake, not confined solely to the classroom, but extending to the realms of personal development, cultural enrichment, and societal integration.

This distinction resonates powerfully when examined from various vantage points. From educators to students, parents to policymakers, "schooling" signifies a transformative endeavor that encompasses not only the acquisition of knowledge but the cultivation of critical thinking, interpersonal skills, and a sense of belonging within the educational community. By foregrounding "schooling," this study seeks to uncover the layers of this process, delving into its multifarious dimensions and illuminating the dynamic interplay between formal instruction, personal growth, and social immersion. Through this choice, we endeavor to capture the holistic essence of education, one that encapsulates the entire spectrum of experiences that shape individuals as learners and active participants in the educational ecosystem.

IV. ACADEMIC SUCCESS

Academic success, far more than a mere compilation of grades obtained over a period or school year, transcends purely quantitative aspects to encompass a spectrum of intricate dimensions. It extends beyond the assessment of knowledge, reflecting mastery of skills, personal growth, and the fulfillment of an educational journey (Feyfant, 2014). It represents an expression of intellectual growth, active engagement in learning, and holistic learner development.

In this quest for understanding, the concept of academic success is intricately linked to its counterpart, academic failure, which represents the less favorable side of academic performance. Numerous factors influence these two realities, and a multitude of stakeholders are involved in their genesis. The works of Gauthier, Bissonnette & Richard (2009), Roy (2013), and Feyfant (2011) highlight the substantial influence of various elements, including the pivotal role of the family in providing emotional support, motivation, and learner self-confidence, as well as the significance of interactions with teachers and peers, and the adopted pedagogical methods.

However, it is crucial to recognize that the phenomena of academic success and failure are deeply embedded in a multifactorial context. As accurately emphasized by Crahay (2019), their understanding goes well beyond simplistic and one-dimensional explanations. Academic success and failure result from a complex interplay of individual, family, school, and societal factors, creating a web of dynamic interactions.

Within this study, our focus lies specifically in exploring the pivotal role of the family environment in the process of academic success. We choose to narrow our analysis to examine how family dynamics can influence academic outcomes over the course of a school year. Rather than dispersing our efforts across all potential factors, this targeted approach will enable us to delve deeper into comprehending the correlation between the familial domain and scholastic accomplishments. With a focused emphasis on this aspect, we aim to illuminate significant trends and

contribute insightful findings to the literature on the intricate subject of academic success.

V. ADOLESCENCE

Rather than aiming to comprehensively cover all the issues associated with this life stage, our focus on this segment of the population is intended to highlight specific challenges that young individuals encounter. Among these challenges are somatic transformations, which, as noted by Brusset (2017), can impact the self-esteem of certain individuals. Adolescence also entails a series of significant cognitive transformations. According to Piagetian theory, this is a period of substantial cognitive and even social achievements (Lehalle, 2014). It is during this phase that questions about identity construction come into play, recognized as a fundamental developmental task in adolescent developmental psychology (Lannegrund-Willems, 2014).

The process of identity construction leads to the empowerment and emancipation from parental tutelage. However, this process, when not well managed, can result in psychosocial and personal consequences for the individual (Ramos, 2011; Jannes et al., 2007; Cuin, 2011; Caputo, 2020). Another challenge lies in the face of academic difficulties, which, as noted by authors such as Hernandez (2012) and Elder et al. (2013), are often linked to school transitions (primary to secondary) and relational difficulties (teacher-student; peer-peer).

From a scholastic perspective, identified difficulties encompass those related to choosing an academic path or a profession about which the young person may have limited knowledge. This lack of information or prior exposure during childhood can lead to challenges (Chehade, Weber, & Burrows, 2012). Additionally, authors posit that children insufficiently prepared in this regard often encounter difficulties in adapting to school environments, which can lead to academic setbacks.

Nevertheless, as underscored by Mbakidi (2018, 2021), juvenile individuals who receive sufficient parental counsel and scholastic assistance adeptly surmount specific hurdles and excel in their academic pursuits within the intricate terrain of adolescence.

VI. THÉORICAL MODEL

The primary objective of this research is to assess the ramifications of parental engagement on the scholastic attainment of adolescents from Congo. Parental engagement, encompassing a multitude of factors such as effective communication, the capacity to enroll in educational institutions, guidance with homework, and parental aspirations concerning education, are considered the independent variable. Meanwhile, the academic accomplishments of the young population act as the reliant variable in this investigation, establishing a direct correlation between the two. The concept of schooling, with its facets involving academic tasks and at-home assignments, and the adolescent with their individual traits,

are conceptualized as intermediary variables (Gouvernet, Mouchard, Combaluzier, 2015). These indicators exert an indirect or mediated influence on schooling, which in turn exerts an indirect impact on academic achievement.

It is worth highlighting that the dimensions of each variable also exhibit direct interplay among themselves.

Of particular significance, parental guidance in academic tasks is considered a central variable among the dimensions of parental involvement, while the other dimensions are perceived as distal variables (Poncelet & Lafontaine, 2015). Scholastic accomplishment, encompassing the academic grades achieved at the conclusion of the prior scalar year, constitutes the resultant variable, as previously stated.

The causal pathways model depicted above portrays the relationships among these various variables. The distinctiveness of this study lies in surpassing the constraints of a mere cause-and-effect relationship between an independent and a dependent variable. It accomplishes this by factoring in both proximal and distal variables, while also acknowledging the direct and indirect interconnections among the diverse variables. To achieve this, the utilization of causal pathway models seems most appropriate, given the multitude of advantages it presents. Firstly, these models transcend the stage of a simple cause-and-effect relationship, giving way to a complex structure where multiple explanatory variables are contingent on other explanatory variables. Secondly, these models enable the differentiation among distal and proximal variables concerning the ultimate dependent variable. Lastly, the causal pathways model illuminates the direct and indirect impacts of diverse variables (Tazouti & Jarlégan, 2015).

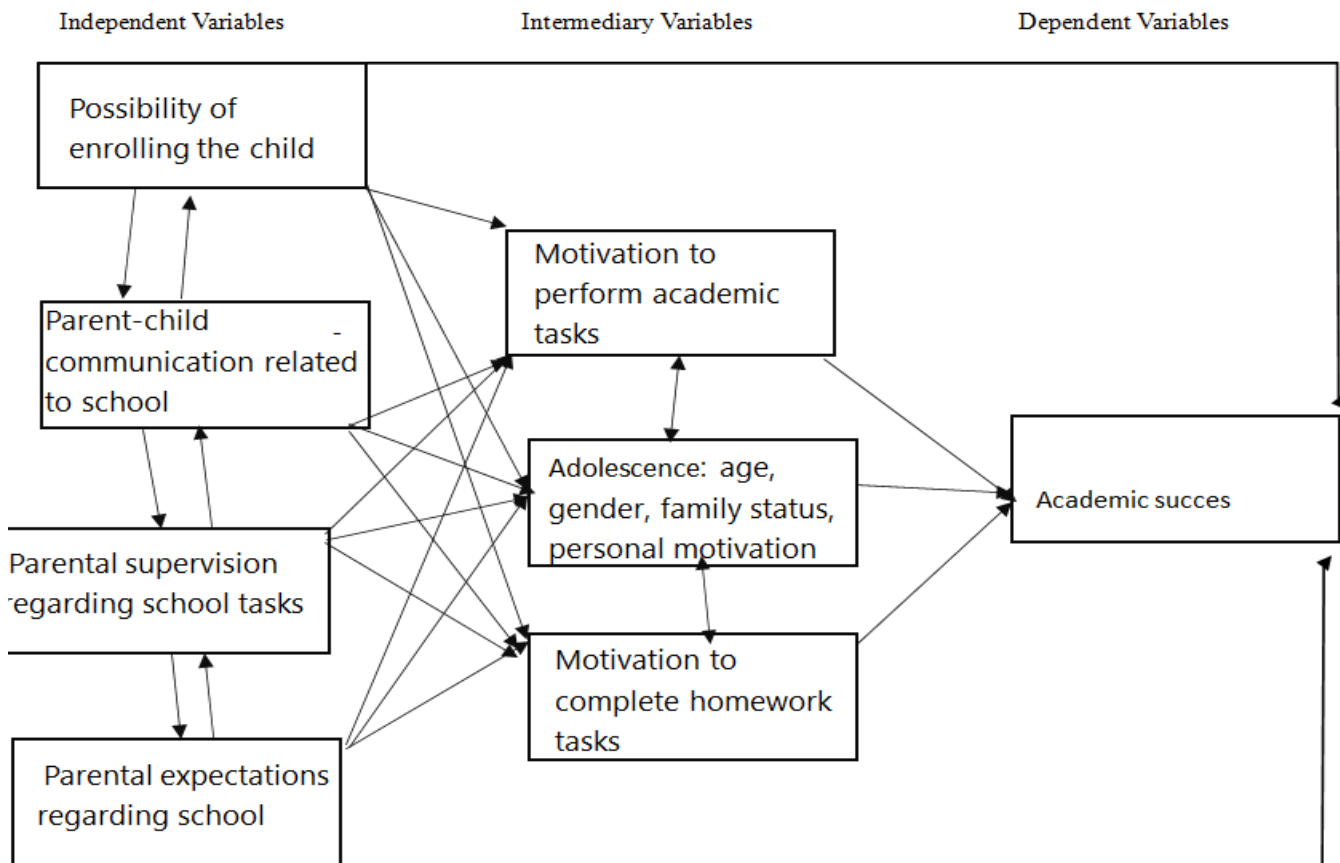


Fig 1 Causal Pathways of Parental Involvement in Schooling and Academic Achievement

VII. RESEARCH METHODOLOGY

A. Participants

The study took place across 10 public schools that willingly participated in this survey. These schools are all located within the educational province of Funa, in the city of Kinshasa. During the survey conducted in these schools, a total of 150 students from 1st to 6th grade of secondary school, enrolled during the academic year 2020-2021, were selected using the principles of random sampling known as the ‘‘sampling method without replacement’’. Among them, there were 87 boys (accounting for 57%) and 65 girls

(accounting for 43%). Concerning age distribution, 33 participants (22%) fell within the age range of 12 to 14 years, 71 participants (47%) were aged between 15 and 17 years, and 33 participants (31%) were categorized into different age brackets.

In terms of family situation, 62 participants (41%) were living with both parents, 26 participants (17%) were in single-parent households, and 62 other participants (41%) lived with extended family members. In this study, we collected data concerning parents indirectly. This means that it was the students who took the questionnaire home and

handed it to their parents to respond to the questions that pertained to them. This process was accompanied by an explanatory note, which clarified the purpose of our approach to the parents.

Our focus was not on information that could originate from the school environment, as the current concern, as mentioned earlier, was to understand what transpired within the family setting and its impact on schooling. Therefore, in a subsequent investigation, all other education stakeholders will be included in the survey to provide a more comprehensive perspective.

B. Survey Procedure

The survey commenced following the establishment of contact with the relevant schools, spanning a duration of three months. To execute the survey effectively, we enlisted the support of four trained investigators, who underwent a comprehensive two-week training program. These investigators comprised both academic staff from the Faculty of Psychology at the University of Kinshasa and the National Pedagogical University of Kinshasa.

Throughout the assessment, students were provided the opportunity to respond to the designated questions freely and were instructed to return the completed protocols the following day. The teaching staff of the targeted schools played a crucial role in facilitating the collection of these protocols. Their involvement ensured that we were able to gather the entirety of the protocols without any omission.

By integrating both trained investigators and school staff, we aimed to uphold a robust and comprehensive data collection process, ultimately enhancing the accuracy and reliability of our findings.

C. Questionnaire: Composition and Dimensions

The questionnaire devised for this study consists of a comprehensive set of 60 closed-ended items presented in the form of rating scales. It encompasses an array of dimensions that collectively capture the multifaceted dynamics at play. These dimensions include the feasibility of providing educational opportunities for children, the nature of parent-child communication pertaining to schooling, the extent of parental guidance in scholastic tasks, parental expectations regarding education, the inherent motivation to partake in school-related tasks, and the determination to excel in fulfilling scalar assignments.

Each of these dimensions serves as a critical lens through which we delve into the complex interaction between parental engagement and academic accomplishment. By designing questionnaire around these dimensions, we aim to attain a comprehensive understanding of the intricate relationships at play within the educational landscape.

D. Factorial Analysis and Reliability Assesment

Employing advanced statistical methodologies, we conducted factorial analyses on the scales encapsulated within the questionnaire. This involved scrutinizing the underlying factors that influence each dimension and uncovering their latent structures. The outcomes of these analyses provide valuable insights into the multifaceted character of parental involvement in education and its subsequent influence on academic results.

Referencing the ensuing Table 1, we delineate the disparate facets emanating from the factor analysis of the questionnaire, accompanied by the Cronbach's alpha coefficient and illustrative items for each respective dimension.

Table 1 Questionnaire and Dimensions

Dimensions	Examples of items	Cronbach's alpha
Possibility of schooling	- My parents encourage me to attend school. - My parents have difficulty enrolling me in school.	.71
Parent-child communication about school	- My parents regularly ask me about my school day. - I feel comfortable discussing my school-related concerns with my parents.	.69
Parental guidance for school tasks	My parents ensure the thorough completion of my homework. My parents don't check my school assignments before I submit them	.72
Expectations Regarding Schooling	- My parents believe that school will lead me to a better future. - My parents are not convinced that attending school will improve my prospects	.66
Motivation for school tasks	- I am motivated to do well in school because it makes me proud. - Doing well in school is important to me because it leads to opportunities	.76
Motivation for homework	- I believe that completing my homework contributes to my overall academic success. - Finishing my homework gives me a sense of accomplishment.	.67

Regarding scalarization, which is considered an intermediate variable, the correlation between the data of motivation to perform tasks in class and the motivation to perform tasks at home is sufficiently high to justify merging ($r=0.81$).

As for academic achievement, we extracted the students' grades as a percentage for both the 1st and 2nd semesters; failures were defined as grades below 50%, and success was considered for grades ≥ 50 . We merged the two sets of grades (1st semester and 2nd semester) due to their sufficiently high correlation ($r=0.72$).

VIII. RESULTS

A. Descriptive and Correlational Results

Table 2 Descriptive Statistics of Variables

Dimensions	Mean	Standard Deviation
Possibility of enrolling the child	2.12	1.05
Parent-child communication related school	3.18	.86
Parental supervision regarding school tasks	2.05	.76
Parental expectations regarding school	4.13	.65
Schooling(Motivation to perform academic tasks and motivation to complete homework tasks)	3.64	.78
Academic success	3.72	.88

The results from Table 2 allow us to observe that the possibility of schooling children and parental involvement in school tasks are relatively low. On the other hand, parent-child communication and parental expectations regarding school are relatively high. Additionally, both schooling and academic achievement have garnered high mean scores. After conducting the correlation analysis among the various variables, we noted the following results: the possibility of schooling children has a weak positive correlation with parental communication regarding school ($r = 0.03$) and a moderately positive correlation with parental expectations concerning school ($r = 0.43$). Furthermore, parental involvement in school tasks is moderately positively correlated with both parent-child communication ($r = 0.56$) and parental expectations ($r = 0.72$). Meanwhile, the variables of schooling and academic achievement have a moderate positive correlation ($r = 0.32$). Additionally, academic achievement demonstrates a significant positive correlation with parental involvement in school tasks ($r = 0.54$) and parental expectations ($r = 0.67$).

These observations indicate that parent-child communication, schooling, and parental guidance in academic tasks are positively linked to adolescents' academic achievement. Conversely, the possibility of schooling and parental expectations regarding school are negatively and insignificantly related to academic success. A robust correlation exists between parental guidance in academic tasks and schooling, as well as a synergy between parent-child communication and parental guidance in academic tasks.

This underscores the importance of effective parent-child communication and proper guidance in academic tasks for higher levels of schooling motivation and better academic outcomes. Additionally, parental guidance in academic tasks aligns with parental expectations regarding school, signifying that parents with specific educational expectations tend to provide effective support in academic tasks.

Concerning student-related variables, we observed a significant relationship between family situation and academic achievement ($\chi^2 = 0.017$, $p < 0.05$). However, χ^2 is not significant for gender and age.

B. Causal Path Analysis

The causal path analysis for this study was conducted using the LISREL 8.8 us software, which has yielded the results from this analysis. It is evident that the model demonstrates a satisfactory fit (with χ^2 significance = 0.014, $p < 0.05$; residuals = 0.04; GFI = 0.98; CFI = 0.99).

➤ Legend:

GFI corresponds to the Goodness of Fit Index, while CFI represents the Comparative Fit Index.

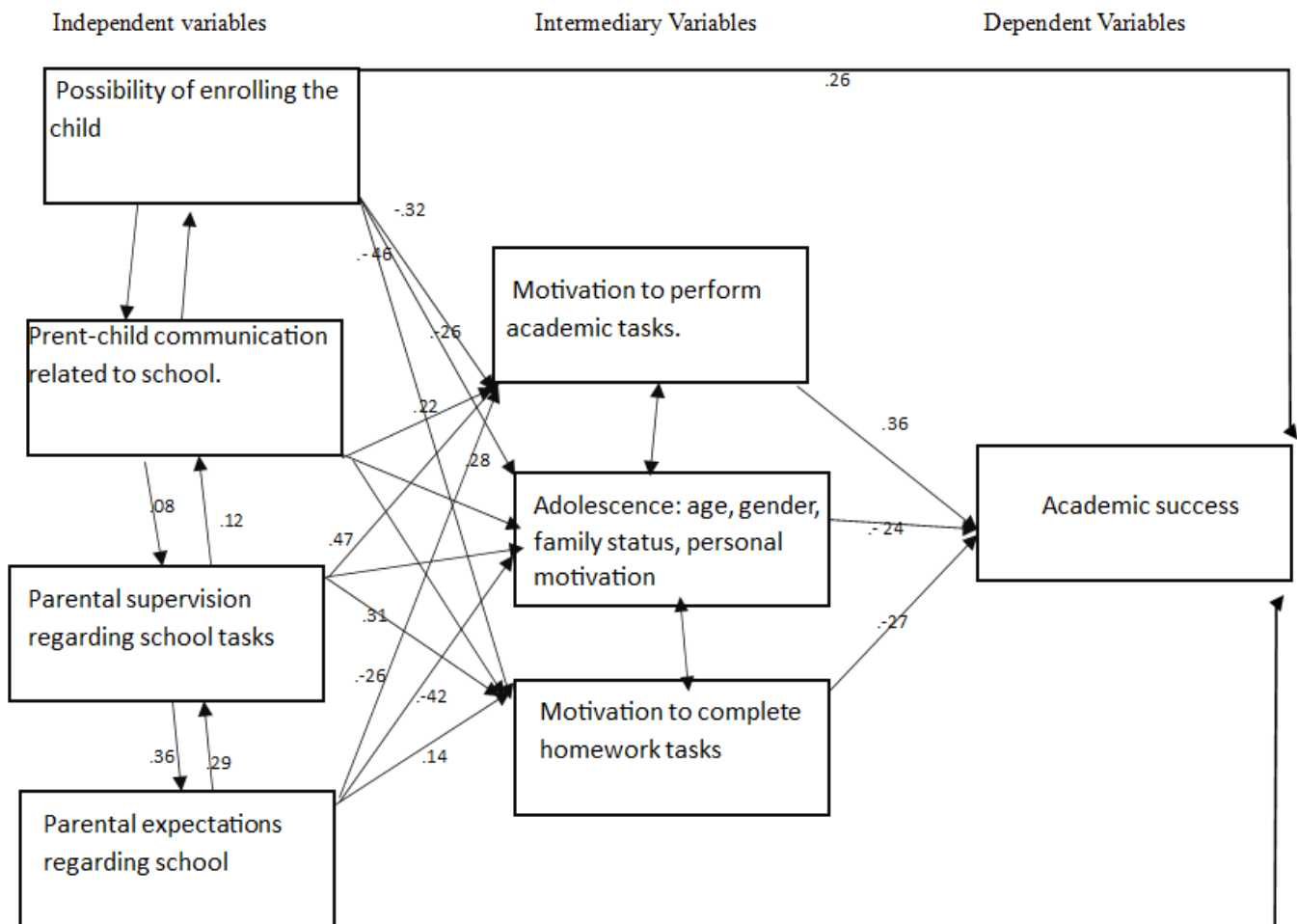


Fig 2 Results of Causal Path Analysis.

For a better understanding of the diagram, we would like to emphasize that we considered only significant paths at $p < 0.05$. The numbers indicated on the arrows represent the standardized values of path coefficients. They indicate the degree to which the dependent variable's standard deviation increases when the independent variable's standard deviation increases by one. In summary, among the twenty-three causal trajectories present in the model, thirteen are significant at the 0.05 threshold among the twenty-six causal paths in the model (Fig.2).

- From this model, the subsequent discoveries come forth: Parent-child interaction bears a positive and noteworthy impact on students' schooling ($\beta = 0.35, p = 0.01 < 0.05$). Moreover, it manifests a favorable and substantial effect on parental engagement in academic duties ($\beta = 0.26, p = 0.00 < 0.05$). Lastly, it demonstrates a constructive and significant influence on academic accomplishment ($\beta = 0.20, p = 0.04 < 0.05$). In terms of societal implications, we can assert that heightened parental communication about scholastic matters correlates with a greater propensity to provide academic guidance, thereby fostering student motivation to complete tasks both within the educational institution and at home.

- Parental guidance in Engaging in academic tasks exerts a positive and notable impact on adolescents' academic achievement. ($\beta = 0.25, p = 0.02 < 0.05$). Additionally, it has a negative and significant influence on parental expectations for school ($\beta = -0.23, p = 0.001 < 0.05$). This implies that the more parents' guide adolescents in academic tasks, the more likely they will succeed academically; and the less parental guidance there is in academic tasks, the lower the expectations regarding school. In other words, parental expectations for school will be lower.
- Parental school-related expectations exert a negative and significant influence on the subject's age, gender, and family situation ($\beta = -0.21, p = 0.03 < 0.05$). Conversely, they display a positive and significant impact on the motivation to complete tasks at home ($\beta = 0.27, p = 0.03 < 0.05$). This means that when parents have certain expectations about their child's schooling, the child becomes more motivated to complete tasks at home. This holds true regardless of whether the child is a boy or a girl, younger or older, or lives with parents or other family members.

- Academic accomplishment experiences a negative and substantial impact from gender ($\beta = -0.32$, $p = 0.01 < 0.05$), age ($\beta = -0.22$, $p = 0.00 < 0.05$), and the subject's family circumstance ($\beta = -0.37$, $p = 0.00 < 0.05$). Furthermore, it is adversely and significantly affected by the motivation to finalize assignments at home ($\beta = -0.26$, $p = 0.02 < 0.05$). Nevertheless, it receives a positive and meaningful boost from the motivation to conclude tasks in the classroom ($\beta = 0.28$, $p = 0.01 < 0.05$). It is worth noting that this latter variable also has an indirect influence on academic achievement.

We can assert that distinguishing the variable related to individual characteristics (gender, age, and family situation) does not alter the influences of other variables on academic achievement.

The total effects of various variables on the subject's academic achievement have been decomposed into direct and indirect effects: gender and age are the only variables that have indirect effects regarding academic achievement ($\beta = 0.11$, $p=0.00 < 0.05$). This is merely a consequence of the previous findings.

IX. DISCUSSION & CONCLUSION

The results obtained from the study underscore the intricate interplay of various factors that contribute to adolescents' academic achievement. These outcomes can be understood through a combination of psychological, sociocultural, and educational lenses.

In terms of psychological aspects, effective communication between parents and adolescents emerges as a crucial factor. When parents engage in open discussions about education, it fosters a sense of support and belonging. This psychological connection can enhance intrinsic motivation among students, making them view learning as personally meaningful and rewarding.

Sociocultural dynamics also play a pivotal role. Parental expectations are often shaped by cultural norms that emphasize educational attainment. Such expectations act as guiding forces, influencing adolescents' self-perceptions and attitudes towards their academic pursuits. These expectations can create a sense of purpose and self-efficacy, driving students to strive for success.

Within the educational context, parental involvement in academic tasks serves as a valuable resource. When parents actively engage in assisting with schoolwork, it creates a collaborative learning environment. This involvement communicates to students that their efforts are acknowledged and supported, contributing to their sense of competence and motivation.

The confluence of these factors is particularly evident in how they intersect with family dynamics. Variables such as gender, age, and family situation shape adolescents' educational experiences. A nurturing family environment can provide the necessary support and resources for

academic success, while challenges within the family setting can hinder students' progress.

Understanding these complex dynamics has implications for educational practice. By recognizing the significance of parent-child communication, parental involvement, and realistic expectations, educators and parents can tailor interventions to enhance adolescents' academic growth. This understanding can guide efforts to amplify positive influences and mitigate potential obstacles.

As we move forward, further research could delve deeper into these dimensions. Exploring the impact of cultural variations, examining long-term effects, and designing interventions to bolster these influences can contribute to a more comprehensive understanding of adolescents' educational journeys.

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