

## UNREVALING THE JOINT IMPACT OF PARENTAL SUPPORT, SCHOOL ENVIRONMENT, AND TEACHER MORALE ON STUDENT LEARNING ACHIEVEMENT

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### Abstract

Global educational practitioners and policymakers increasingly recognize student learning outcomes as a critical concern. In this context, the collaborative roles of schools, parents, and teachers are essential for improving academic achievement. This study aims to investigate the simultaneous effects of parental involvement, school climate, and teacher morale on student learning achievement. A quantitative approach was employed using a survey research design. The sample consisted of 219 fifth-grade students selected from 10 suburban elementary schools in Buleleng District. Data on parental support, school environment, and teacher morale were collected through three structured questionnaires, while student learning achievement data were obtained from academic transcripts. The collected data were analyzed using inferential statistical techniques with SPSS version 21. The results reveal that parental support, school environment, and teacher morale have a significant and simultaneous effect on student learning achievement. These findings indicate that academic success is influenced by the integration of multiple factors rather than a single determinant. Therefore, establishing and maintaining strong collaboration among parents, schools, and teachers is essential to enhance educational outcomes. Such collaboration supports students' cognitive, emotional, and social development. Parents provide valuable insights into their children's abilities, challenges, and learning preferences, enabling teachers to design more adaptive and personalized instructional strategies. Furthermore, strong partnerships between home and school create a continuous and cohesive learning environment, ensuring that educational goals are aligned and consistently reinforced across different contexts.

**Keywords:** Learning Achievements, Parental Support, School Environment, Teacher Morale



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## INTRODUCTION

Education is essential in developing a person, society, and the world, which is why it is important (Ilhami et al., 2024; Iqbal et al., 2023; Mphale & Mhlauli, 2014; Nasrah & Elihami, 2021; Werang et al., 2023a; Widiatmika et al., 2025). It empowers individuals with knowledge, skills, and critical thinking, enabling them to contribute effectively to their communities, make informed decisions, and pursue their aspirations (Pholphirul et al., 2023). Beyond personal growth, education drives societal progress by fostering innovation, reducing poverty, and promoting social cohesion. It is often considered a cornerstone of economic development and a catalyst for positive change in various aspects of life (Edwards et al., 2017; Grant, 2017; Wobbekind, 2012; Woessmann, 2015; Zidi et al., 2022).

Education's profound importance lies in its transformative capacity to shape individuals and societies. Education serves as a vessel through which knowledge, skills, and values are imparted, nurturing informed citizens capable of contributing positively to the world (Aresta et al., 2025; Maharani et al., 2025). A fundamental aspect of education's impact is reflected in student learning outcomes. Learning achievement was described as the precise and distinct statements concerning the expected knowledge and abilities students ought to gather and demonstrate upon the culmination of their academic program (Ramsden, 2003). Dias (2020) describes learning achievement as statements that encompass the knowledge, understanding, and skills acquired by a learner upon completing an educational journey, while Werang et al. (2023a) describe learning achievement as shifts in students' specified knowledge, practical skills, attitudes, and social interactions that they are anticipated to acquire by the culmination of their learning journey. These achievements are typically evaluated by analyzing the academic records of individual students.

Learning achievement constitutes quantifiable declarations that express upfront the knowledge, skills, or principles that students are expected to grasp, exhibit, or appreciate upon concluding a course or fulfilling a program (Adam, 2006; Hernández, 2016). Student learning achievement can be measured from different perspectives (Opstad, 2022). One common way to measure the quality of education is through students' learning outcomes, with Grade Point Average (GPA) being a prominent indicator. GPA is a numerical representation of students' academic performance calculated based on their course grades. GPA serves as an objective measure of a student's learning achievement over a specific period, such as a semester or an entire academic program. Educational institutions use it for various purposes, including determining eligibility for academic feelings of pride, scholarships, internships, and graduate programs (Astawan et al., 2023; Wibawa et al., 2024).

Expected learning achievement defines the totality of information, knowledge, understanding, attitudes, values, skills, competencies, or manners a learner should master upon completing the curriculum. As educational practitioners and policymakers worldwide strive to enhance learning experiences, student learning achievement stands as a critical gauge, measuring the success of individuals and the broader effectiveness of educational practices and curricula (Prøitz, 2010). The pursuit of elevated student learning achievement encapsulates the aspiration to create an engaged, enlightened, and empowered generation equipped to tackle the challenges of a rapidly evolving global landscape.

Student learning achievements are a dynamic marvel as many factors influence them. This research focuses on the following three factors. The first factor related to students' learning achievements is parental support. Parents are the legal owners of the children (Werang et al., 2017; Werang et al., 2022), as they are the ones responsible for bringing children into existence (Ceka & Murati, 2016). Parental support shapes student learning and influences their overall learning outcomes. The involvement and engagement of parents in their children's education have far-reaching effects that contribute significantly to academic success and personal development. When parents are actively engaged in their children's education, it creates a positive and supportive learning environment at home. This environment fosters a sense of encouragement, motivation, and enthusiasm for learning, which can impact a student's attitude toward education (Daly, 2009).

Parents are even overlooked as primary educators, particularly until the child begins formal schooling, and they continue to exert significant influence on their children's learning throughout their academic journey and beyond (Đurišić & Bunijevac, 2017). This involvement extends to various aspects, encompassing assisting with homework, elucidating challenging concepts, and fostering positive study habits. The tangible support provided by parents is directly correlated with enhanced understanding, elevated grades, and a more robust command of the curriculum. Emphasizing this point, Werang et al. (2019) and Baquedano-López et al. (2013) underscore the pivotal role of parental support in shaping students' learning outcomes. These studies argued that students who consistently receive support from their parents exhibit better academic performance. The nurturing environment established by involved

parents contributes significantly to the overall educational success of their children, reinforcing the idea that parental engagement is a key factor in fostering academic achievement.

The second factor is the school environment. Schools hold the secondary position of significance following the family in student learning environments. Consequently, schools are pivotal in nurturing and enhancing students' cognitive, social, and intellectual capacities (Robinson, 2014). Given this perspective, schools should inherently serve as optimal arenas where students can ardently pursue their thirst for knowledge, guided by qualified and dedicated teachers. Usaini et al. (2015) underline that a comfortable school setting, encompassing quality amenities and a constructive ambiance, contributes to students' ease and concentration in their educational pursuits. Sufficient school physical facilities and an environment conducive to learning are essential circumstances for facilitating efficient educational processes, yielding notable academic accomplishments. In other words, a comfortable and accommodating atmosphere can transform the school into a welcoming space where young learners enthusiastically embrace their ambitions while acquiring knowledge.

Numerous contemporary studies have underscored the significant influence of the school environment on both the academic and personal growth of students (Akpan, 2020; Lone, 2021; Okoi et al., 2022). The convergence of contemporary research findings accentuates the enduring importance of the school environment in shaping students' educational journeys. When safety, accessibility, facilities quality, and interactions among peers and educators align harmoniously, they cultivate a conducive space that fosters curiosity, engagement, and a sense of belonging among students. Such an environment supports student cognitive development and plays a pivotal role in shaping student values, attitudes, and interpersonal skills.

The third factor related to students' learning achievement is teacher morale. Teacher morale can be simplified as the extent to which an individual's needs are met, coupled with their perception of how their working conditions contribute to achieving satisfactory contentment in their role (Rempel & Bentley, 1970; OECD, 2009). Teachers play a crucial role within the education system. They offer the inspiration and assistance necessary for students to achieve. Nevertheless, teachers also need support and motivation to guarantee their efficacy. The continuous pressure of attaining educational objectives or shifts in administration and policies could adversely impact teacher morale (Govindarajan, 2012). Teachers with good morale are better equipped to manage their classrooms effectively. They are more likely to establish clear rules and expectations, which creates a structured environment where students can focus on learning. Teachers are genuinely excited about their subjects, and teaching can create a positive learning environment that fosters student curiosity and a desire to learn (Ehineni, 2017). Furthermore, teachers with high morale are also adept at recognizing individual student needs and tailoring their instructional approaches accordingly (Rempel & Bentley, 1970; OECD, 2009). This personalized attention enhances student engagement and helps address learning challenges, contributing to a well-rounded and practical educational experience.

Teachers' emotional well-being and enthusiasm play a critical role in influencing the quality of instruction, student engagement, and overall academic achievement. Teacher morale is the single most important factor that serves as a linchpin that not only determines teaching effectiveness but also encourages an inspiring atmosphere for students. King'oina (2015), Maningu (2017), and Sabin (2015) have already established how the levels of teacher motivation predicted student learning outcomes. Increased motivation and enthusiasm towards the profession are often bred by positive teacher morale. Teachers, in turn, tend to become more motivated and, as a result, willingly share their inspirations so students will want to take part in the learning process. Teachers in good spirits tend to be more flexible with their lesson plans, allowing them to do more problem-based teaching and use other active learning techniques to ensure that students enjoy and benefit from the lessons. These multifaceted approaches result in better teaching and make learning more enjoyable and responsive to the needs of students.

This study aims to disclose the collective effects of the parents' support, the school environment, and the teacher's morale on the student's achievement. One research question is proposed to guide the research: "Do parental support, school environment, and teacher morale have a simultaneous impact on student learning achievement in the suburban elementary schools of Buleleng District, Bali, Indonesia?" A quantitative research approach using a survey research design was utilized to answer the research question. Based on the existing studies examining the impact of parental support, school environment, and teacher morale on student learning achievement, we probed the hypothetical model of the research as presented in Figure 1.

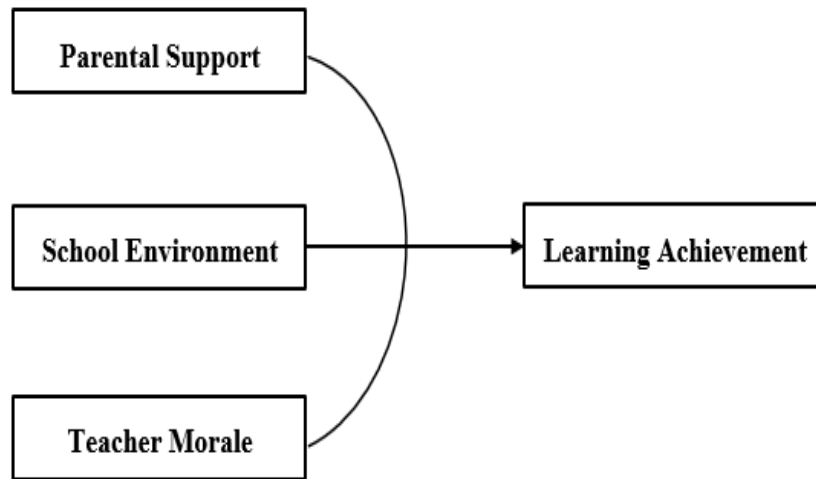


Figure 1. Hypothetical Model of the Research

The hypothetical model presented in Figure 1 suggests combining parental support, school environment, and teacher morale can influence student learning outcomes. Like all the components mentioned, parental support, school environment, and teacher morale have individual importance, but the model illustrates possible simultaneous impacts. As previously noted, parental support acts as the basic pillar that foments the perpetuation of the specified model. This type of support includes parents helping with schoolwork, discussing educational issues, and participating at school. The responsibilities of the parents cover more than simply supplying learning resources, but also creating conditions that nurture curiosity and a positive attitude towards learning. This assumption holds that students whose parents are more involved have a greater desire and motivation which enhances learning achievement.

The other important variable included in this model is the school environment. This consists of different aspects and features like the school’s physical facilities and the overarching school culture of the school and the community. This variable assumes that a school environment that is friendly, open, supportive, and accessible is more conducive to effective teaching and learning. It further suggests that such an environment influences student learning achievement by facilitating teachers’ ability to deliver high-quality instruction.

Teacher morale emerges as the third key component. It reflects the satisfaction levels, level of motivation, and general well-being of teachers. This measure argues that teachers with high morale are more likely to practice innovative approaches to teaching, develop better relationships with students, and put more effort into their teaching. For this reason, high teacher morale positively affects students’ learning accomplishment due to the improved relationships and interactions in the classroom and teaching methods used.

This research aims to step forward using systematic inquiry and assessment of how these sets of variables interact to accomplish the students’ education sphere. After identifying and emphasizing these crucial factors, responsible entities, including parents, schools, and teachers, can enhance the situation to provide an optimal learning environment that encourages the students’ development and attainment of the desired academic standard. These innovative approaches improve students’ academic results, support their overall development, and prepare them to face challenges across different spheres as the world continues to evolve.

Regardless of the transparent hypothetical model, one should understand that this model is only a guide for understanding possible interactions between the variables under investigation. This framework is intended to direct the inquiries and provide a working hypothesis concerning the interaction of parental support, school context, and teacher attitude on students’ achievement. This is the working descriptive hypothesis of this research problem. The nature and these relationships construct the study problem and empirically test these relations with the expected outcomes of the research exercise. The set objective will attempt to collect contextual evidence and make a strong analytic inquiry as to how these factors actually affect and to what degree student learning outcomes. Therefore, while this hypothetical model provides a valuable starting point, its true significance lies in its potential to inform and guide the upcoming empirical investigations.

The novelty of this study lies in its integrative approach, which examines the simultaneous contribution of parental support, school environment, and teacher morale within a single analytical model. While prior research has thoroughly underscored the individual significance of these factors, it often treats them in isolation, thereby overlooking the complex dynamics through which they jointly affect educational outcomes. Moreover, much of the existing literature relies heavily on self-reported data, which may introduce bias and limit the accuracy of findings. What sets this investigation apart is its integrative approach—rather than examining these variables separately, this study examines their combined effects, offering a more holistic understanding of how supportive home environments, conducive school environments, and motivated teachers collaboratively shape students' academic success. This approach not only fills a critical gap in the literature but also provides actionable insights for educational stakeholders aiming to optimize student learning through multi-faceted interventions.

## RESEARCH METHOD

### *Research Design*

This study adopted a quantitative research approach using a survey research design (Octavia et al., 2023; Ridwan et al., 2024). The quantitative research approach considers one or more variables and collects numerical information from a sample for comprehension and further analysis of a research problem. One case of using this approach would be when one performs a systematic study on the various dimensions of an issue by collecting relevant statistical data. Such data is usually processed with the help of statistical tools and hence referred to as quantitative data (Bhandari 2022). Often, this approach is simplified as further conclusions can be drawn concerning the studied phenomena within a broader context. A survey was conducted to gather information from respondents and analyze them quantitatively. Surveys are one of the excellent research tools in the quantitative research approach and, therefore, are most frequently used by researchers to obtain data in the form of numbers (Williams, 2011). Researchers usually use survey research design for various reasons. Still, the fundamental reason is that it is an easy way for respondents to share their knowledge and opinions about a specific topic (Mills, 2021). In this research, we used a survey research design as several recent studies (Agung et al., 2024; Margunayasa et al., 2024; Werang, 2023b; Werang et al., 2024; Werang et al., 2026; Wolomasi et al., 2024) offered benefits such as the following: (a) minimal financial outlay, (b) obtaining a large amount of data within a relatively limited period, and (c) having highly accurate statistical analysis results.

### *Research Target/Subject*

This research was conducted within suburban elementary schools in the Buleleng District of Bali, Indonesia. The research sample was purposively chosen, comprising 219 fifth-grade students specifically selected from suburban elementary schools in the Buleleng District. Using purposive sampling was deemed necessary, considering the time constraints for research and the logistical challenges involved in reaching all individuals constituting the research population. Given the limited time available for data collection and the logistical intricacies, purposive sampling emerged as a practical approach to ensure a representative sample within the specified timeframe. This strategic sampling method allowed the researchers to effectively gather pertinent data and draw meaningful conclusions within the constraints of the research scope.

The research was situated within the Buleleng District because it represented a wide range of elementary schools. The cohort of fifth-graders was established as the subjects of the research owing to their pivotal position in the educational progression, offering significant perspectives on the influence of diverse elements on learning achievements. As students advance along their educational path, there is a propensity for elevated academic demands. Both teachers and parents frequently hold greater expectations concerning learning outcomes, while students might confront more complicated curricula and evaluations. This augmented pressure has the potential to impact their learning outcomes, highlighting the significance of exploring this specific grade level as a means to comprehend the elements that can either fortify or hinder academic success at the next level..

### *Research Procedure*

Procedures need to be described according to the type of research. How the research is carried out and the data will be obtained, needs to be described in this section.

For experimental research, the type of design (experimental design) used should be written in this section.

### *Instruments, and Data Collection Techniques*

This quantitative survey study was conducted to disclose the simultaneous potential impact of parental support, school environment, and teacher morale on student learning outcomes. Data concerning parental support were collected by administering questionnaires to a cohort of 219 fifth-graders. A questionnaire of 14 items was formulated and distributed across three distinct measurement criteria: tangible support (comprising four items), ethical encouragement (comprising seven items), and spiritual support (comprising three items). All participants were instructed to rate their responses using a four-point Likert scale, stretching from 1 (Strongly Disagree) to 4 (Strongly Agree). All items were presented in Indonesian to ensure participants' comprehension of the questionnaire. The English version of the item sample includes: "My parents furnish me with essential learning materials both in school and at home," "My parents consistently accompany me during my home study sessions," "My parents unfailingly participate and support me in school activities that demand parental presence," "My parents consistently inquire about my school-related learning," and "My parents consistently offer prayers for my well-being and accomplishments." Each item within the questionnaire was systematically classified as reliable and valid, as specified by Cronbach's Alpha coefficient value of .713.

Data regarding the school environment were collected by administering a survey questionnaire to the same cohort of 219 fifth-grade students. A questionnaire consisting of 9 items was formulated and distributed across three distinct assessment indicators: school atmosphere (comprising three items), school integrity (comprising three items), and the accessibility of educational resources (comprising three items). All participants were requested to assess their responses using a four-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). To ensure participants understood the questionnaire, all items were presented in Indonesian. The English version of the item sample includes: "I experience a sense of ease and security within the school premises," "The educational activities conducted within this school are profoundly engaging," "School-related information is readily accessible," "The school personnel is consistently available to address my inquiries and meet my requirements," "I consistently participate in school-related activities," and "The educational facilities within this school adequately support the teaching and learning process." Each item within the questionnaire was classified as reliable and valid, as indicated by a Cronbach's Alpha coefficient value of .732.

Data regarding teacher morale were acquired by administering a questionnaire to the same group of 219 fifth-graders. The questionnaire consisted of 12 items, distributed across five evaluation facets: punctuality (three items), enthusiasm (three items), creativity (two items), resourcefulness (two items), and commitment (two items). All participants were asked to assess their responses using a four-point Likert scale from 1 (Strongly Disagree) to 4 (Strongly Agree). To facilitate participants' comprehension, all items were presented in Indonesian. The English version of the item sample includes: "The teacher enters the classroom on schedule," "The teacher initiates and concludes lessons on schedule," "The teacher exhibits enthusiasm during the teaching-learning process," "The teacher motivates students to engage attentively in learning," "The teacher stimulates students to acquire new knowledge continuously," "The teacher utilizes diverse teaching aids to facilitate student understanding," "The teacher consistently creates an enjoyable learning environment," and "The teacher consistently demonstrates strong dedication to teaching students." Each questionnaire item was classified as reliable and valid, with a Cronbach's Alpha coefficient value of .753.

To provide a clearer structure of the measurement instruments, an instrument grid was developed to map each variable, its indicators, and the number of items used in the questionnaire. Parental support was measured through three indicators: tangible support (4 items), ethical encouragement (7 items), and spiritual support (3 items), resulting in a total of 14 items. The school environment variable consisted of three indicators: school atmosphere (3 items), school integrity (3 items), and accessibility of learning resources (3 items), totaling 9 items. Meanwhile, teacher morale was measured through five indicators: punctuality (3 items), enthusiasm (3 items), creativity (2 items), resourcefulness (2 items), and commitment (2 items), with a total of 12 items. This structured mapping ensured that all constructs were systematically operationalized and aligned with the research objectives.

Data regarding learning outcomes were obtained by collecting students' academic transcripts. The data were gathered through direct coordination with class teachers (Guru Kelas) and a careful review of official academic records. To ensure accuracy and reliability, the data obtained from teachers were

cross-checked with official school documentation and standardized test scores. This validation process ensured that the data used in the analysis were precise and trustworthy.

The collected data were analyzed using inferential statistical techniques with the assistance of SPSS version 21. Prior to hypothesis testing, preliminary analyses were conducted, including tests of normality, linearity, and multicollinearity, to ensure that the data met the assumptions required for multiple regression analysis. To examine the simultaneous effect of parental support, school environment, and teacher morale on student learning outcomes, multiple linear regression analysis was employed. The F-test was used to determine the overall significance of the model, while the coefficient of determination ( $R^2$ ) was calculated to assess the proportion of variance in learning outcomes explained by the independent variables. Additionally, t-tests were conducted to examine the significance of each predictor variable, and standardized coefficients were analyzed to identify their relative contributions. A significance level of 0.05 was applied in all statistical tests.

Regarding the sample size, this study involved 219 participants, which is considered adequate for multiple regression analysis. Based on general statistical guidelines, a minimum sample size of  $50 + 8m$  (where  $m$  represents the number of predictors) is recommended. Given that this study included three independent variables, the minimum required sample size would be 74 participants. Therefore, the sample size of 219 substantially exceeds this requirement. Furthermore, based on conventional power analysis standards (power = 0.80,  $\alpha = 0.05$ , and medium effect size), the current sample size provides sufficient statistical power to detect meaningful relationships among variables, thereby strengthening the reliability of the findings.

### Data analysis technique

The collected data underwent comprehensive inferential statistical analysis by applying multiple linear regression. This analytical approach is crucial for uncovering the complex relationships among variables and understanding the nuanced factors contributing to the observed outcomes. We utilized the Statistical Package for the Social Sciences (SPSS) version 21 software to ensure precision and reliability in our data analysis. The choice of employing SPSS version 21 is underpinned by its established reputation as a robust tool for statistical analysis in various research domains. This software facilitates the exploration of intricate statistical patterns, enhances the accuracy of computations, and provides a systematic platform for interpreting the multifaceted interplay of variables. The utilization of SPSS not only streamlines the analytical process but also contributes to the credibility of the research results by adhering to established standards in statistical research methodology. This strategic use of statistical software aligns with best practices in quantitative analysis, ensuring the reliability and validity of the results obtained from the collected data.

## RESULTS AND DISCUSSION

This research aims to describe the collective impact of parental support, school environment, and teacher morale on student learning outcomes. It was paramount to us that data normality was assessed as a foundational prerequisite before initiating data analysis, utilizing a multiple linear regression model. The data normality test was conducted using the Kolmogorov-Smirnov normality test. The results of the data normality test are presented in Table 1.

Table 1. The results of the Kolmogorov-Smirnov normality test

Dependent Variable	Independent Variables	Standard Deviation	Kolmogorov-Smirnov Z	Asymp. Sig. (2-Tailed)
Academic Achievement	$X^1$	4,48675728	0,976	,297
	$X^2$	4,48075305	1,214	,105
	$X^3$	4,54973935	1,157	,138

Data displayed in Table 1 reveals that the significance ( $p$ -value) level obtained for each dependent variable exceeded 0.05. Since the  $p$ -values for all dependent variables are greater than 0.05, we have evidence suggesting that each variable's data is normally distributed. This implies that the assumptions necessary for parametric statistical analyses, such as t-tests, are met. Based on the

Kolmogorov-Smirnov normality test results, we can confidently proceed with subsequent statistical analyses, knowing that the data for each dependent variable conforms to the assumption of normality.

As aforementioned, we utilized the Statistical Package for the Social Sciences (SPSS) software version 21 to ensure precision and reliability in our data analysis. The utilization of SPSS version 21 not only guarantees accuracy but also enhances the reproducibility of our study, as it provides a standardized and widely used platform. The results of the data analysis are succinctly presented in Table 2, providing a comprehensive visual representation that illuminates relationships and patterns discovered in our investigation.

Table 2. Simultaneous impact of parental support, school environment, and teacher morale on student learning outcomes

N	R	R2	F-count 0.05	F-table	Sig.
219	.894	.799	285.659	2.682809407	.001

- a. Predictors: (Constant), Parental\_Support, School\_Environment, Teacher\_Morale
- b. Dependent Variable: Learning\_Achievement
- c.

The data displayed in Table 2 indicate that the level of significance ( $\alpha$ ) was set at 0.05. The computed F-value (285.659) is substantially higher than the critical F-value (2.682), indicating that the regression model is statistically significant. This result confirms that parental support, school environment, and teacher morale jointly have a significant effect on students' learning achievement. Therefore, the research hypothesis is accepted. Furthermore, the coefficient of determination ( $R^2$ ) is 0.799, which indicates that 79.9% of the variance in students' learning achievement can be explained by the combined influence of the three independent variables. This relatively high explanatory power suggests that these factors play a dominant role in shaping students' academic outcomes, while the remaining 20.1% may be influenced by other variables not examined in this study. From an interpretative perspective, these findings emphasize that student learning achievement is not determined by a single factor, but rather by the interaction of multiple supporting elements within the educational ecosystem. Among these, parental involvement provides foundational support at home, the school environment creates the context for learning, and teacher morale influences the quality of instructional delivery. The strong combined effect observed in this study highlights the importance of aligning these three domains in a coherent and mutually reinforcing manner.

Setting up a positive educational environment, maintaining the morale of teachers, and soliciting parental participation in school governance are instrumental in enhancing learner motivation, which propels them toward academic success. This suggests that the active role of parents in their children's education, such as helping with homework, attending school functions, and creating a conducive environment at home for studying, is directly beneficial for students' academic outcomes. A constructive school environment, which encompasses various elements, including a safe and inclusive atmosphere, teacher morale, effective teaching methodologies, and avenues for extracurricular engagement, correlates with improved academic and personal growth among students, reinforcing the idea that an enriching learning environment is a fundamental catalyst for educational attainment.

The need to pursue higher degrees of educational attainment has been a motivating factor for education researchers, which has led to an increasing number of studies throughout the decades. The research also seeks to validate the hypothesis that claims that parental education and participation in a child's life enhances the child's developmental process especially where learning is concerned (Fan & Chen, 2001; Prasertcharoensuk & Tapkhwa, 2016). Parental engagement as a factor that propels educational success is already acknowledged; however, in this research, we aimed to look at other issues such as the school climate and teacher morale that challenge power relations in schools and attempt to build true cooperation. Understanding these different angles enables us to make sense of collaborative engagement as partnerships and move towards more equitable and more enabling practices in education.

The result of the data analysis reveals a simultaneous significant impact of parental support, school environment, and teacher morale on student learning outcomes, as the  $F_{\text{-count}}$  coefficient value of 285.659 and the Sig. F-coefficient value of .000. Since the computed F-coefficient value is significantly higher than the critical F-coefficient value of 2.682809407, it demonstrates that higher parental support,

a conducive school environment, and elevated teacher morale lead to improved student learning outcomes. These causes of change show clearly the need for teamwork among parents, schools, and teachers, stressing the combined responsibility for achieving an effective educational environment. This finding is in line with the existing previous studies that state that the level of parental support greatly predicts student learning achievement (Ates, 2021; Fatimaningrum, 2022; Fernández-Alonso et al., 2017; Jalan et al., 2022; Lara & Saracostti, 2019; Singh & Mahajan, 2021; Yahya et al., 2022), school environment (Aziz & Rahman, 2022; Ayodele, 2023; Edgerton & McKechnie, 2023; Rafiq et al., 2022), and teacher morale (Bost, 2019; El-Amin, 2013).

The schools in focus are not only located in the community but are also community-owned schools (Henderson & Mapp, 2002). This study demonstrates the need to develop and sustain collaborative modes of working between schools, families, and communities to enhance positive education journeys. These partnerships lay the foundation for a robust educational ecosystem where stakeholders collaboratively address challenges and celebrate achievements. The relationship between the schools and the community underlines the need for a holistic approach to educational management. It is important for parent engagement and cooperation so that schools can fulfill their functions more effectively. This goes beyond the boundaries of conventional educational administration and involves primary and secondary levels of support and participation, as noted before (Soodjanan, 2011). Parents' involvement in education is not limited to attendance in scheduled formal contact with teachers or administrators but involves much more. It includes building relationships and enabling dialogue where parents feel welcomed and valued as important stakeholders in their children's education.

The integration of the various components of education, as well as its interdisciplinary and participatory nature, can be easily achieved with the help of all education partners, be it schools, parents, or the community. Parents actively cooperating with schools and teachers to cultivate and improve their children's educational achievements is very important. This collaboration helps to foster, as planned, all the child's areas of development: cognitive, emotional, and social. In the beginning, parents offer valuable information regarding their children's strengths, weaknesses, and preferences when it comes to learning. This information helps teachers, as they can modify their teaching methods to meet every child's specific needs, which enhances the learning experience. This partnership also creates an uninterrupted link between school and home, allowing an integrated education approach that supports the targeted learning goals.

The school and the teachers get a deeper understanding of the learners through parental support and involvement, which helps understand the impact of culture, family, or even socioeconomic status on the student's learning. Such context helps teachers ensure a more understanding and accommodating classroom environment. In addition, participating in school functions and other events also enables parents to show commitment to their child's education, which also helps build a good school community. This cultivation of the idea that education is a joint responsibility helps structure conditions under which students will thrive academically and physically. The engagement of parents, communities, and teachers increases everyone's accountability toward the students' success. When these stakeholders come together, they create an effective system for monitoring progress, debating challenges, and celebrating achievements. In-depth parent-teacher meetings and thorough reports on student progress prepare the parents to help the child, if necessary. This approach eliminates the chances of a learning obstacle being available as far as a student's educational development is concerned.

Creating and maintaining collaborative networks is a key point in changing any educational setting, which is forward-looking and allows for addressing various problems posed by the students and the entire educational sector. Such partnerships in cooperation have great value in exchange because they are not parental roles, facilitating further development of teacher competence. With the concept of shared accountability, these partnerships, together with other teachers, make it possible to go beyond the educational needs of the students and focus on the welfare of the entire educational institution. As a result of these acts, students of all ages and levels of education stand to gain results from these cooperative works, and so do many goals that are greatly sought after. This collective approach ensures that educational goals are met more effectively, creating an environment where students thrive academically and develop essential life skills beyond the classroom (Epstein, 1992).

The efficiency of collaborative partnerships within the educational setting can be discussed solely from the context of the specific educational setting, along with the multiple socio-cultural, economic, and institutional factors. While this examines the multifaceted nature of collaborative partnerships among all actors in a given environment, the realities in schools, families, and communities are equally far-ranging.

For example, parents from marginalized communities face structural prerequisites that disenfranchise their ability to participate fully in their child's educational endeavors. On the other hand, schools within disadvantaged communities may not have the human resources to engage the parents in any meaningful discussion. Hence, any initiative that seeks to foster such collaboration must consider the peculiar existing contextual gaps and disparities in such collaborative practices.

Future research can build upon these results to deepen our understanding of the factors influencing student learning outcomes. Besides, since this research focused only on quantitative assessment of the simultaneous impact of parental support, school environment, and teacher morale on student learning outcomes, overlooking the qualitative dimensions may also provide deeper insights into the dynamics of family-school partnership. By employing a more robust methodological approach and incorporating diverse perspectives in future research, our understanding of the complexities inherent in parental engagement and involvement in their child's education might be enriched adequately.

## CONCLUSION

The results indicate that parental support, school environment, and teacher morale significantly and jointly influence student learning outcomes, with strong explanatory power shown by the statistical model. This confirms that academic achievement is shaped by the interaction of home, school, and teacher factors rather than a single variable. Conceptually, the study highlights an integrated support framework, where alignment among parental involvement, a supportive school environment, and positive teacher morale enhances learning outcomes, emphasizing education as a collaborative process. Practically, it underscores the need for stronger school-family partnerships, improved school conditions, and sustained teacher morale through strategies such as parent engagement programs, teacher professional development, and a positive school climate. Theoretically, the findings support a socio-ecological perspective, showing that factors beyond the classroom contribute to student success. However, the study is limited by its quantitative design, regional scope, and exclusion of variables such as motivation and socioeconomic status. Future research should adopt qualitative approaches, expand contexts, and include additional variables to provide a more comprehensive understanding of student learning outcomes.

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## AUTHOR CONTRIBUTIONS

Conceptualization, Basilius Redan Werang and Ni Putu Kusuma Widiastuti; Methodology, Basilius Redan Werang; Software, Kadek Yudiana; Validation, Basilius Redan Werang, Ketut Susiani and Kadek Yudiana; Formal Analysis, Ketut Susiani and Kadek Yudiana; Investigation, Basilius Redan Werang, Kadek Yudiana and Ni Putu Kusuma Widiastuti; Resources, Basilius Redan Werang; Data Curation, Kadek Yudiana and Ni Putu Kusuma Widiastuti; Writing – Original Draft Preparation, Basilius Redan Werang and Ketut Susiani; Writing – Review & Editing, Basilius Redan Werang, Riane Johnly Pio, Sandra Ingried Asaloei and Edmond Leonard Jim; Visualization, Ketut Susiani; Supervision, Basilius Redan Werang; Project Administration, Basilius Redan Werang; Funding Acquisition, Basilius Redan Werang.

## CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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