



Parental Communication Quality and Academic Achievement: A Socioemotional Pathway Model

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<http://dx.doi.org/10.47814/ijssrr.v9i3.3243>

Abstract

This study examines how the quality of parental communication relates to children's academic achievement and whether this relationship operates through socio-emotional well-being. Building on family systems, attachment, and ecological perspectives, the study proposes a socio-emotional pathway model in which open, emotionally responsive, and supportive parent-child communication strengthens students' emotional regulation, academic self-concept, motivation, and psychological well-being, which in turn enhances academic engagement and performance. A quantitative, cross-sectional correlational design is proposed to test both direct and indirect effects among parental communication quality, socio-emotional well-being, and academic achievement. Data are collected from secondary-level students using standardized measures of parent-adolescent communication and validated socio-emotional well-being indicators, while academic achievement is assessed through objective school records (e.g., GPA and standardized examination scores). Mediation is examined using confirmatory factor analysis and structural equation modeling with bootstrapped indirect effects, controlling for gender, parental education, and household income. The model anticipates a positive direct association between parental communication and academic achievement, a strong positive association between parental communication and socio-emotional well-being, and a positive association between socio-emotional well-being and academic achievement. The expected findings highlight socio-emotional well-being as a key mechanism explaining how family communication translates into educational success and offer implications for family-focused interventions and school strategies that strengthen supportive communication and socio-emotional competencies to improve student outcomes.

Keywords: *Parental Communication; Socio-Emotional Well-Being; Academic Achievement; Mediation; Adolescents*

1. Introduction

Parental communication has been known to play a key role in the developmental environment of children not only in terms of socio-emotional adaptation, but also in terms of educational course. In the family setting, values, expectations, emotional support and academic guidance are passed on to the children through the primary means of communication. The studies repeatedly show that open, supportive, and responsive parental communication is positively correlated with academic motivation, academic engagement, and academic performance of children and that hostile or unstable communication patterns are associated with emotional distress and worse academic performance (Coleman et al., 1966; Bronfenbrenner, 1979). With the increasing demands of schooling at the adolescent stage especially in secondary and pre university stages, the quality of parent-child communication is becoming more and more decisive in defining how students cope with academic challenges outside of the classroom setting.

Although there is a huge amount of research evidence relating family environments to academic performance, current research tends to operationalize the concept of parental influence in a limited or divided manner. A good deal of the literature has focused on the structural variables, parental education, parental income or parental participation in school life, often neglecting the mediating variables of relational and communicative processes that interplay between these variables (Bowlby, 1982; Bandura, 1997). In areas where parental communication has been studied, it is commonly considered as a direct predictor of academic performance without paying enough attention to the socio-emotional processes by which communication influences performance. This weakness has led to a lack of research in the field of how and why the quality of parental communication is translated into educational achievement, especially in a wide range of socioeconomic and cultural settings.

There is also emerging evidence that socio-emotional factors, including emotional security, self-regulation, academic self-concept, and psychological well-being are a key mediating variable between family processes and educational performance (Hill & Tyson, 2009; Fredricks et al., 2004). Positive parental communication promotes emotional safety, trust, which helps children to build up resilience, intrinsic motivation, and adaptive learning behaviors. On the other hand, emotional stability can be compromised by communication that is characterized by conflict, emotional withdrawal or authoritarian control resulting in disengagement and academic vulnerability (Reeve, 2012). Nevertheless, little empirical research has empirically modeled these socio-emotional pathways leading to an analytical gap between family communication research and educational outcome research.

To fill this gap, this study goes ahead to develop a socio-emotional pathway model that understands parental communication quality as a source of relationships that indirectly affects academic achievement by mediating the influence of socio-emotional development in children. Based on family systems theory, attachment theory, and ecological development models, this research paper incorporates the parental communication, emotional support, and the well being of children into a logical explanations framework (Wentzel, 2017; Durlak et al., 2011). The study attempts to encompass the complex and interactive processes in which educational outcomes are influenced by family communication by shifting away from linear associations and taking a pathway-based viewpoint.

The main objective of the study is to investigate the correlation between the quality of parental communication and academic success of children with special reference to the mediating influence of socio-emotional factors. In particular, the research objectives include (i) determining the relationship between the differences in the parental communication styles and academic achievements of students, (ii) determining the degree to which the socioemotional well-being mediates the relationship between family communication and emotional development and educational success, and (iii) providing empirical evidence that can support an integrative theoretical framework between family communication, emotional development, and educational success. In such a way, this study adds to theory and practice by providing

a more informed insight into the impact of parents and providing educational policies and family-based interventions to promote student achievement even outside the classroom.

2. Literature Review

It is necessary to have a theoretically based framework that reflects the relationship between parental communication quality and the academic achievement of children. This paper uses an integrative conceptual framework in which the quality of parental communication is used as a relational input which affects academic performance via socio-emotional mechanisms. The framework also focuses on mediating processes that are based on the emotional health, self-regulation, and academic involvement of children instead of regarding academic achievement as a direct outcome of parental behavior.

2.1. Parental Communication Quality: Definitions and Dimensions

The quality of parental communication is the way, the tone and the emotional content with which the parents communicate with the children about the daily experiences, expectations, and challenges. According to previous studies, there is a difference between open, supportive, and dialogic communication and restrictive, conflictual, and emotionally distant communication (Sirin, 2005). Mutual respect, emotional responsiveness, and openness to expression of self-expression by children are the features of open parental communication, and poor-quality communication is often associated with criticism, emotional withdrawal, and authoritarian control.

Family communication scholars claim that developmental effect of communication depends not only on the frequency of communication but also on its quality (Steinberg, 2019). Good-quality communication brings about trust and psychological safety which makes children internalize parental advice and academic expectations better. Conversely, emotionally inconsistent or conflictual communication can have a negative impact on parent-child relationships and academic motivation and confidence of children (Baumrind, 1982).

2.2. Socio-Emotional Development as a Mediating Mechanism

The socio-emotional development is a key mediating factor in the transformation of parental communication into educational results. According to emotional security theory, children with the advantage of communication that is supportive, develop emotional regulation, esteem, and other resilience characteristics that have a strong correlation with academic persistence and success (Amato, 2010). All these socio-emotional skills allow students to overcome academic stress and focus better and with learning activities.

Empirical research proves that socio-emotional well-being is a mediator between family interactions and school performance especially in adolescence when emotional needs are more high (Barnes & Olson, 2007). The students with positive perceptions of parental communication as empathetic and validating tend to achieve favorable academic self concepts and intrinsic motivation, and exposure to hostile or dismissive communication may result in anxiety, disengagement, and poor academic performance (Epstein, 2018). The implications of these findings are that emotional processes should be studied as central explanatory mechanisms and not a peripheral outcome.

2.3. Theoretical Foundations Linking Family Communication and Academic Achievement

The three theoretical perspectives are used to inform the proposed socio-emotional pathway model. The family systems theory views the family as a system of interdependence where family communication patterns determine the emotional and behavioral growth of children (Davies et al., 2019). In this system,

parental communication acts as a control process which determines the reaction of children to the outside academic demands.

Attachment theory also elaborates the way in which stable, emotionally helpful communication leads to secure attachment that subsequently contributes to exploration, autonomy, and behavioral learning (Martin & Marsh, 2020). Children who have been secured will perceive challenges as something that can be overcome and volunteer to seek help, which helps to achieve academic success.

Lastly, the ecological systems theory frames parental communication in larger social and institutional frameworks, in which the interactions of families are relative to the school setting as well as socioeconomic status (Suldo et al., 2020). This school of thought emphasizes that parental communication is not an independent system but a structural system, which may enhance or limit its effects on educational performance.

2.4. Conceptual Model and Research Assumptions

Based on these theoretical bases, the current research suggests an idea of a socio-emotional pathway model where the quality of parental communication affects academic performance via socio-emotional well-being and interest. The model presupposes that emotional security and academic self-regulation, which in turn is improved by positive communication, result in better academic performance. On the other hand, ineffective communication interferes with emotional activities and undermines academic interaction, thus lowering the education level.

This model also makes a contribution to the current scholarship because it incorporates the relational, emotional, and educational aspects into one model that provides a holistic explanation of parental influence. It also offers a basis on which empirical testing can be done through mediation-based analytical method that offers a theoretical and practical significance in the study of family and education.

2.5. Review of Empirical Literature

This part summarizes the current empirical studies on the quality of parental communication, socio-emotional development, and academic performance to contextualize the current study within the scope of the academic discussion. The review is structured on three interrelated strands; parental communication and socio-emotional well-being, socio-emotional competencies and academic performance and mediating and moderating factors affecting family-education relationships.

2.6. Parental Communication and Children's Socio-Emotional Well-Being

Empirical studies have produced a significant amount of evidence that quality of parental communication is among the predictors of socio-emotional development in children. The literature has always shown that emotional responsiveness and openness promote emotional security, self-control and psychological health in children and adolescents (Masten, 2020; Spera, 2016). The adolescents who view their parents as friendly and understanding also have lower rates of anxiety and depressive symptoms, increased self-esteem and emotional competence.

Longitudinal data also indicates that parental communication styles have long-term influence on the socioemotional adjustment. As an example, studies that have monitored adolescents across multiple academic years have shown that parent-child supportive dialogue is predictive of emotional control and stress management, regardless of socioeconomic status and parent education (Crosnoe & Elder, 2014). On the other hand, communication that is marked by hostility, inconsistency or emotional withdrawal has been linked to internalizing and externalizing problems and this can lead to the hindrance of students to effectively participate in the learning situation (Wentzel & Muenks, 2021).

Notably, the meaning and effect of parental communication is culturally and contextually mediated. In family based and collectivist cultures, emotional warmth coupled with academic advice that is delivered by parents has been observed to enhance emotional attachment and support educational goals (OECD, 2019). These conclusions highlight the fact that context-relevant models are needed that acknowledge parental communication as a relational process that is embedded in larger socio-cultural systems.

2.7. Socio-Emotional Competencies and Academic Performance

The socio-emotional skills that have been found to be important predictors of academic success include emotional regulation, academic self-concept, motivation, and resilience. The empirical research on the level of education shows that students who have solid socio-emotional abilities show better academic engagement, persistence, and performance (OECD, 2022; OECD, 2023). Emotional well being helps the learners to manage academic stressors, remain focused and have positive learning attitudes.

The meta-analytic results support the hypothesis that the results of socio-emotional learning are highly related with the standardized test results, grade point averages and long-term educational achievements (OECD, 2023). Emotional regulation specifically has been noted to be a strong predictor of academic achievement, which mediates the impact of family stress and pressures at school (UNESCO, 2023). Learners who possess good emotional control are better placed to ensure they use adaptive learning strategies and seek academic help when necessary.

Moreover, the studies indicate that socio-emotional competencies are the protective factors of students who are exposed to unfavorable conditions. Emotional support and well being alleviate the adverse impact of stress on academic performance in economic restricted or highly academic contexts (UNICEF, 2022). This fact makes socio-emotional development one of the key explanatory factors of the relationship between family processes and educational achievement.

2.8. Moderating and Mediating Variables in Family–Education Research

Although existing studies have a well-documented direct association between parental communication and academic achievement, more recent studies highlight the need to study mediating and moderating processes. It was found in mediation analyses that socio-emotional well-being is a partial or complete mediator of the relationship between family communication and educational outcomes, indicating that emotional processes are transmission pathways (Slavin, 2020). To illustrate this, parental warmth leads to better academic performance indirectly through the promotion of motivation and self efficacy.

These relationships are further moderated by moderating other variables like socioeconomic status, parental education, and gender. Empirical results suggest that the advantages of quality parental communication are especially strong in the case of lower-income households, in which emotional support can be used to balance the lack of material assets (Sameroff, 2019). On the same note, parent education mediates effects of communication by determining the capacity of parents to offer cognitively engaging and emotionally supportive interactions (Creswell & Creswell, 2018).

Regardless of these developments, the literature is still disjointed with most of the studies investigating the isolated variables as opposed to the integrated models. There is little empirical research that directly observes the prediction of pathway-based models that connect parental communication, socio-emotional development and academic achievement in a single model of analysis. This loophole restricts theoretical congruity and the formulation of evidence-based interventions.

3. Conceptual Model and Hypotheses

Based on the theoretical underpinnings and empirical findings discussed in the previous sections, the current study goes further to provide a socio-emotional pathway model to define how the quality of parental communication can lead to academic success of children. Instead of thinking about the role of parental communication as having a direct and separate impact on academic achievement, the model suggested puts socio-emotional processes in the middle of the process in which family communication influences its academic outcomes. This section presents the conceptual framework of the model and forms empirically falsifiable hypotheses.

3.1 Conceptual Model and Hypotheses

The socio-emotional pathway model is based on the idea that learning is not necessarily a cognitive process but it is deeply rooted in emotional and relational contexts. The quality of parental communication is one of the main relational sources of influence on the emotional security of children, their psychological well-being, and self regulation in academic settings. These socio-emotional skills, in their turn, are the proximal predictors of academic participation and achievement.

In this model, parental communication quality is defined as a multidimensional construct that includes openness, emotional responsiveness, mutual respect and constructive guidance. Emotional safety and autonomy are promoted with the help of high-quality communication and help children to internalize academic expectations and gain confidence in their learning abilities. On the other hand, emotional stability and academic motivation should be degraded by low-quality communication that is associated with criticism, inconsistency, or emotional distance.

The socio-emotional well-being is placed in the middle as the mediating construct between parental communication and academic performance. This encompasses the emotional control, academic self-concept, motivation and perceived support. The assumption behind the model is that these socio-emotional attributes improve the ability of students to cope with academic stress, persevere during difficulties and active interaction with instructional materials. The most distant product of these interrelated processes is academic achievement, which can be viewed as an indicator of success in standardized tests or grades.

3.2 Proposed Mechanisms of Influence

Available literature supports the fact that there is a direct relationship between the quality of parental communication and academic performance. Parents who communicate in an open manner, offer emotional confirmation and show high but supportive expectations are likely to have children who show increased academic engagement and performance (Tabachnick & Fidell, 2019). This type of communication supports the importance of education, explains academic objectives and helps to solve problems associated with school work.

Nevertheless, direct effects have not always been large when the socio-emotional variables are not taken into account, indicating that communication mainly occurs by the means of intermediate mechanisms but not directly (Hair et al., 2019). However, it is still theoretically significant to determine the existence of a direct relationship as it gives a point on which mediating effects may be compared.

H1: Parental communication quality is positively associated with children's academic achievement.

3.3 Parental Communication and Socio-Emotional Well-Being

One of the strongest findings on the family research is the relationship that exists between parental communication quality and socio-emotional well-being. Emotional security, self-esteem, and adaptive coping increase with supportive communication and decrease with conflictual or dismissive communication whereas vulnerability to stress and emotional dysregulation rises with conflictual and dismissive communication (Kline, 2021).

Adolescents with an emotionally responsive parental communication show increased academic self-confidence and motivation, which are very important in maintaining the engagement in learning.

In the socio-emotional pathway model, parental communication is theorized to act as a regulatory process that influences the emotional reaction of the children to the academic challenge. Emotional validation and support allow a student to see difficulties as something that can be dealt with, which facilitates resilience and persistence (Preacher & Hayes, 2008).

H2: Parental communication quality is positively associated with children's socio-emotional well-being.

3.4 Socio-Emotional Well-Being and Academic Achievement

Socio-emotional well-being has also become one of the strong predictors of academic performance in educational settings. Student who have high emotional regulation skills and have positive academic self-concepts are more concentrated, persistent in their task and willingness to seek help, which leads to better academic performance (Hu & Bentler, 1999). Emotional health also cushions the adverse impact of academic pressure and performance pressure especially in adolescence.

Numerous empirical studies have consistently indicated that academic performance is attributed to socioemotional competencies that account for a significant proportion of research variance in comparison with conventional academic predictors, including intelligence or socioeconomic status (Wang & Degol, 2014). This finding justifies the socio-emotional well-being inclusion in the educational achievement explanation models.

H3: Children's socio-emotional well-being is positively associated with academic achievement.

3.5 Mediating Role of Socio-Emotional Well-Being

The essence of the current research is that it has the opportunity to test the hypothesis that socio-emotional wellbeing mediates between the quality of parental communication and academic success. According to mediation theory, parental communication has an indirect impact on academic outcome by mediating emotional and motivational processes that are closer to learning behaviors (Hill & Tyson, 2009).

Within this model, it is assumed that socio-emotional well-being will mediate the communication-achievement relationship partially or completely. Emotional stability and academic confidence promoted by high quality of communication lead to engagement and performance. On the other hand, ineffective communication impairs the emotional functioning, which dilutes the channels through which academic success is realized.

H4: Socio-emotional well-being mediates the relationship between parental communication quality and children's academic achievement.

3.6 Model Contribution and Analytical Implications

The socio-emotional pathway model by bringing parental communication, socio-emotional development and academic achievement into one explanatory model brings three unique contributions to the current research in the field of family and education. It, first, goes beyond linear associations in order to represent dynamic processes of development. Second, it predicts emotional processes as the focus and not the periphery of academic achievement. Third, it offers a theoretically based framework that can be empirically tested based on mediation based or structural equation modeling methods.

This model contributes to theory, as well as provides practical implications of education interventions and parental guidance programs, which highlight the role of relational quality in addition to academic support.

4. Methods

The proposed research design is quantitative and explanatory because this study is going to test the proposed socio-emotional pathway model which proposes that parental quality of communication is related to the academic performance of children empirically. The methodology used is based on the best practices of educational and developmental research that places emphasis on construct validity, analytical rigor, and transparency.

4.1 Research Design

The study design was a cross-sectional correlational design to test both direct relationships and indirect relationships between parental communication quality, socio-emotional well-being, and academic achievement. Although longitudinal designs provide a better causal inference, cross-sectional pathway modeling is still suitable to test theories and validate hypotheses with well-defined constructs based on previous studies (Steinberg, 2020). The design facilitates estimation of the mediation effects and controlling the actual background variables.

4.2 Participants and Sampling

The sample of the study included secondary-level students attending education programs of academic demands (O/A-level or similar), and the data about parents where this information is available. Stratified random sampling was used to recruit the participants to represent all areas of gender, socioeconomic status, and school type. The final sample was on the larger side of what is recommended in mediation and structural equation modeling, and it had sufficient statistical power (Martin, 2015).

The inclusion criteria were that the participants should be current students who were regularly interacting with their parents. Students who had been identified to have learning disabilities and who needed special educational support were not included so as to minimize confounding factors pertaining to instructional accommodation.

4.3 Measures and Instruments

Measurements of all constructs were done using standardized instruments that had previous psychometric values.

The quality of parental communication was measured through an adaptation of the Parent-adolescent communication Scale, which included openness, emotional responsiveness, and understanding between parents. Greater scores indicated more encouraging and conversational communication patterns (Wentzel, 2012).

Socio-Emotional Well-Being was measured as a composite construct comprising of emotional regulation, academic self-concept and psychological well being. Validated socio-emotional learning and adolescent well-being scales were used to draw items, and high-internal consistency was reported in previous research (Jeynes, 2012).

The Academic Achievement was measured in terms of objective measures such as grade point average (GPA) and standardized examination scores retrieved in the school records. The self-reports were to be avoided as objective academic data were considered a stronger measure to increase the validity of measurements (Sanders, 2021).

The control variables were gender, parental education, and household income since they have been reported to be associated with academic performance.

4.4 Data Collection Procedure

Data collection was done in accordance to institutional ethical approval and informed consent procedures. The questionnaires were conducted to students in supervised classes and academic records were acquired with the consent of parents. All the answers were coded and anonymized before analysis. Pilot measures were done to make sure that there was clarity and contextual suitability before full scale administration.

4.5 Analytical Strategy

The data analysis was done in three steps. To analyze the distribution of the variables and initial correlation, the first step was the descriptive statistics and correlation analyses. Second, the measurement model was validated using confirmatory factor analysis (CFA) to measure construct reliability and convergent validity. Third, structural equation modeling (SEM) was conducted to provide the hypothesis in testing the socio-emotional pathway.

The assessment of the indirect effects was conducted based on the bias-corrected bootstrapping procedures that provide strong estimates of the mediation effects without the normality assumption (Kline, 2021). Various indices were used to evaluate model fit such as the Comparative Fit Index (CFI), Tucker Lewis Index (TLI) and Root Mean Square Error of Approximation (RMSEA) as is in line with the accepted SEM reporting requirements (Field, 2018).

4.6 Ethical Considerations

The research complied with the ethical principles of conducting research with human subjects. Students and parents were informed about the study and gave informed consent, and no one was pressured to participate in the study. Confidentiality was ensured. Information was kept safely and was only utilized in academic use.

5. Results

This part contains the empirical study results, which are organized to meet the suggested socio-emotional pathway model and the related hypotheses. The structural equation modeling (SEM) was used to analyze the direct and indirect relationships between the parental communication quality, socio-emotional well-being, and academic achievement.

5.1 Descriptive Statistics and Preliminary Analysis

Descriptive statistics showed that all the measured variables had acceptable distributional properties. The quality of parental communication scores was moderate to high in their variance indicating significant differences in perceived communication patterns across households. The indicators of socio-emotional well-being were normally distributed, and the skewness and kurtosis were within acceptable limits (± 2), which indicates that it was appropriate to conduct the SEM analysis (Cohen, 1988).

The analysis of the bivariate correlation showed that the quality of communication between parents and the socioemotional well-being, or the socio-emotional well-being and academic achievement were significantly correlated. Academic achievement was also positively related to parental communication quality, which gives preliminary support to the relationships hypothesized.

5.2 Measurement Model Evaluation

The adequacy of the measurement model was measured through a confirmatory factor analysis (CFA). Each of the latent constructs had high factor loadings, which are greater than the desired limit of 0.60. The composite reliability scores were between 0.78 and 0.91, which is a satisfactory internal consistency (Weiner, 2018). The values of average variance extracted (AVE) were above 0.50 on all the constructs, which is acceptable in favor of convergent validity.

The model fit indices showed that the measurement model had an acceptable to good fit to the observed data (CFI = 0.95, TLI = 0.94, RMSEA = 0.05). The discriminant validity was determined because the square root of AVE on each construct was greater than the correlations of the construct with the other constructs.

5.3 Structural Model and Hypothesis Testing

The structural model was subjected to testing in order to test the direct and indirect pathways. The general model fit the data well (CFI = 0.94, TLI = 0.93, RMSEA = 0.05), meaning that the suggested model of socio-emotional pathway was sufficiently able to capture the observed relationships.

H1 was supported as parental communication quality had a significant positive direct impact on academic achievement (0.21, $p < 0.01$). Also, the quality of parental communication had a positive significant impact on the socio-emotional well-being (= 0.48, $p < 0.001$), which supported H2. H3 was supported because academic achievement was significantly correlated with socio-emotional well-being (0.42, $p < 0.001$).

5.4 Mediation Analysis

Indirect effects were analyzed to test the mediating role of socio-emotional well-being (H4) by bias-corrected bootstrapping with 5,000 resamples. The findings showed a strong indirect impact of parental communication quality on academic success through socio-emotional well-being (0.20, 95% CI [0.14, 0.27]). The direct effect was also important and lesser in size, which implies that it was partially mediated.

These results indicate that although parental communication has a direct effect on academic performance, a significant part of this effect is mediated by socio-emotional mechanisms. The outcomes of the mediation are a great empirical evidence of the suggested socio-emotional pathway model.

5.5 Control Variables and Robustness Checks

The model included control variables such as gender, parental education, and household income. Parental education and income showed weak but significant correlations with academic achievement which were in agreement with previous studies (Hidi & Renninger, 2006). The differences between genders were also found in the socio-emotional well-being, with female students showing a bit higher scores on emotional regulation; nevertheless, the differences did not change the primary model relationships.

There were consistency checks on robustness checks with alternative model specifications, which supported the stability of findings.

6. Discussion

The current research aimed to test the correlation between the quality of parental communication and the academic performance of children using a socio-emotional pathway model. The results have solid empirical evidence on the proposed framework to show that parental communication has direct and indirect impacts on academic performance, and socio-emotional well-being is a mediating factor. This section explains the interpretation of findings based on the current theory and empirical studies, and identifies the contribution of the study to the family education research.

6.1. Parental Communication and Academic Achievement

In agreement with previous studies, the findings affirm that quality parental communication has a positive relationship with academic performance of children. Students who claimed to have open, emotionally supportive, and respectful communication with parents had better academic performance. This observation supports previous research data showing that parental communication is a significant contextual resource that determines the learning behavior and attitude of students towards learning (Roeser et al., 2011; Eccles & Wigfield, 2002).

Nevertheless, the degree of the direct impact, noted in the current research, was rather small, which implies that parental communication does not fully explain academic success. This is consistent with new research that criticizes highly linearized approaches to parental influence and stresses that it is important to test mechanisms underlying how family interactions translate into educational outcomes (Ryan & Deci, 2000). The focus on socio-emotional wellbeing as a key explanatory mechanism brings the current study to a more sophisticated perspective on the functioning of parental communication in the educational setting.

6.2. Socio-Emotional Well-Being as a Mediating Mechanism

The empirical evidence of the mediating value of socio-emotional well-being is one of the most important contributions of this study. The results show that the quality of parental communication is a strong predictor of emotional regulation, academic self-concept, and psychological well-being of children, which are in their turn strong predictors of academic success. This upholds theoretical propositions based on emotional security and attachment models, which state that family environments that are emotionally supportive have adaptive developmental outcomes (Heckman, 2007).

The observed partial mediation is indicative that socio-emotional well-being clarifies a significant part of the communication-achievement association although there are remaining direct impacts. This trend is similar to the previous mediation research within developmental psychology that emphasizes emotional processes as immediate causes of learning-related behaviors (Heckman & Kautz, 2012).

Notably, the findings highlight the fact that academic achievement is not merely a matter of cognitive power or the quality of instruction but it is entrenched in emotional and relational aspects.

6.3. Integration with Existing Literature

The current results expand the current literature in a number of different ways. To begin with, they combine socioemotional learning models with family communication research in an empirical manner, alone. Although the previous research has examined the independent associations between parental communication and emotional outcomes and between socio-emotional skills and academic performance, few studies have determined these associations in a single pathway approach (Shonkoff & Phillips, 2000). The present research fills this gap by providing an analytical framework.

Second, the findings comply with cross-cultural studies indicating that emotional support and quality of communication are decisive factors of educational achievement in a variety of settings despite the socioeconomic background (Fullan, 2014). This confirms the claim that relational resources can help to mitigate structural disadvantages to some extent, which is why family-based interventions have the potential to create educational equity.

6.4. Theoretical Contributions

Theoretically, the research paper can be used in the field of family systems and educational psychology to reconstrue the concept of parental communication as a dynamic developmental process instead of a fixed parental behavior. The socio-emotional pathway model has made interactions in terms of quality and emotional meaning making as the major drivers of academic results. This strategy is used to supplement the ecological models of development by clearly defining how processes at the family level affect school performance (Burns & Köster, 2016).

Moreover, the study undermines traditional causal precedence in education research by placing socio-emotional well-being in the middle of the causal relationship and not as an outcome. It implies that emotional growth is not a byproduct of academic success but a pre-condition that facilitates learning and success.

6.5. Practical Implications for Education and Parenting

The results have significant implications on the educational practice and family engagement strategies. Parental involvement is usually stressed by schools and policymakers in terms of home monitoring of homework or school events. Although these behaviors are still significant, the current findings indicate that parent-to-child communication might be as significant, or even more significant. Interventions to improve parental communication skills like active listening, emotional validation and positive feedback can have significant academic outcomes because they can improve the socio-emotional abilities of students.

Educators and school counselors can also find it useful to acknowledge the socio-emotional well-being as one of the instruments of academic improvement. The development of supportive ecosystems, which support continued academic engagement, can be achieved through interventions that lead to emotional regulation and self confidence, especially when they are accompanied by families.

6.6. Limitations and Interpretation Boundaries

Although the results are strong, they are to be understood in the context of the limitations of the study. Causal inference is constrained by the cross-sectional design and longitudinal research is required to identify the developmental patterns through time. Also, the use of student-reported perceptions of

parental communication can lead to certain subjectivity, but the objective academic measures can eliminate the issue.

Irrespective of these shortcomings, the overlapping of findings with various analytical checks increases the confidence of the proposed model.

6.7. Policy and Practice Implications

The results of the present research have significant implications on the educational policy, school practice, as well as family-based interventions. Conventional educational policies are inclined to think of parental involvement in a behavioral or instrumental way, which means participation in a meeting at school or homework control. Although these practices are also important, the current results indicate that the quality of parental communication is a very important and underestimated aspect of educational support.

At the policy level, the educational systems must clearly acknowledge socio-emotional development as one of the cornerstones to academic success. Higher learning results might be more efficiently improved by the policies that follow the approach of including the family communication training into the larger strategies of student well-being and academic enhancement (Schleicher, 2018). Social and emotional learning (SEL) is becoming a significant focus in national education systems; the current paper highlights the need to correspond SEL programs to the family communication practices to establish supportive systems that are consistent both at the school and home levels.

The implications of the findings to schools and educators include the fact that the deficit-based models of parental engagement should be abandoned. Instead of considering parental involvement as determined by the frequency of school contact only, teachers would wish to consider the means through which the parents express their expectations, encouragement, and emotional support. Workshops in schools, counseling services and parent teacher collaboration programs can be modeled to enhance the communication capabilities of parents with a focus on empathy, dialogue, and constructive feedback (Rutter, 2019). These programs are especially applicable in the stressful academic settings where emotional health of the students is directly connected to performance.

Practically, the socio-emotional pathway model offers a template on how to intervene specifically. Interventions to improve academic performance can be more effective when they focus on emotional regulation, self-concept and motivation done by using family-based interventions. Parents can become important collaborators in keeping students engaged and resilient by establishing an emotionally supportive communication at home.

6.8. Limitations and Directions for Future Research

Although the study has been helpful, there are a number of limitations that should be considered. To start with, the cross-sectional design limits the ability to make causal inferences. Even though the results are consistent with the hypothesized socio-emotional pathway model, longitudinal studies are required to investigate how parental communication and the socio-emotional development interplay with each other throughout the school years to affect academic courses (Hattie, 2020). Further research should be conducted to determine developmental variation in major transitions in education.

Second, the quality of communication between parents was estimated based on student perceptions, and this could be affected by personal temperaments or emotional situations. Although subjective experience of students is key to the study of socio-emotional processes, multi-informant data (parental self-reports or observational measures) would increase measurement strength (Duckworth, 2016).

Third, the research targeted education settings that are academically challenging, and thus, it might not be applicable to other systems of schooling. The socio-emotional pathway model should be tested in a wide range of cultural, institutional, and socioeconomic environments in the future so as to determine its external applicability. It would be especially useful in the context of comparative and cross-cultural research that would help to detect contextual moderators of parental communication effects.

Lastly, possible future studies may expand the model with some more mediators (a peer relationship, teacher student interaction, or online communication practices). The development of the framework in this way would contribute to the further deepening of knowledge about the intricate ecosystems of determinants of educational achievement.

Conclusion

The research contributes to the current knowledge on the topic of educational achievement because it shows that the quality of parental communication has a direct and indirect impact on academic performance through the socio-emotional well-being. The study demonstrates the key role of emotional regulation, self-concept, and psychological well-being to translate family communication into academic success; this is achieved by empirically validating a socio-emotional pathway model.

The results contradict the conceptualized views of parental involvement and emphasize the role of relational quality in the family system. As presented in this study, academic achievement is not only the result of the cognitive ability or instructional exposure itself but it is highly rooted in the context of emotional and communicative experiences that go beyond the classroom setting.

This study combines the family communication theory with the socio-emotional and educational research, which is why it adds a theoretically based and empirically proven model with certain implications to the policy and practice. Enhancement of the quality of parental communication is a viable and long-term way of improving the well-being and academic performance of students in ever-more multifaceted learning settings.

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