



THE ROLE OF FAMILY IN SHAPING LEARNING RESPONSIBILITY AND SOCIAL BEHAVIOUR AMONG UNIVERSITY STUDENTS: A STUDY AT TRADE UNION UNIVERSITY

Pham Thi Kim Xuyen

Faculty of Sociology and Sustainable Development, Trade Union University, Hanoi, Vietnam

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ABSTRACT

Family is the first social institution that profoundly influences the formation of personality, learning attitudes, and social behaviour among young people. In the context of higher education and contemporary social transformation, the role of the family extends beyond material support to include value orientation, learning supervision, and the development of social responsibility among university students. This study examines the role of family in shaping learning responsibility and social behaviour among students at Trade Union University. A mixed-methods approach was employed, combining a questionnaire survey of 300 students with in-depth interviews involving students, lecturers, and university administrators. The findings indicate that students who receive greater family attention, encouragement, and educational guidance tend to demonstrate higher levels of learning responsibility, including self-discipline, compliance with academic regulations, and proactive collaboration with peers. Family cohesion is also positively associated with social behaviours such as respectful communication, participation in collective activities, and community responsibility. The study further reveals significant differences across groups according to gender, place of residence, and level of family support. Based on these findings, the article proposes several recommendations to strengthen the cooperation between family and university in fostering students' learning responsibility and positive social behaviour in higher education.

KEYWORDS: Family; Learning Responsibility; Social Behaviour; University Students; Family Social Capital; Trade Union University.

1. INTRODUCTION

The family has long been considered the first and most important social institution in the process of individual socialization, where the basic values of responsibility, discipline, behavior and behavior are formed. For young people, especially university students – a group in the transition from dependency to autonomy – the influence of the family is not only limited to meeting material needs but also in caring, value-oriented, academic supervision and psycho-social support. These impacts have important implications for the formation of students' academic responsibility and social behavior in today's higher education environment. In the context that Vietnam is undergoing social transformation, urbanization and expansion of higher education, the family model has also undergone significant changes. The trend of nuclear families, rural-to-urban learning migration, the increase in the generation gap in access to technology, and changes in the way children are educated are changing the way families participate in the education of young people. For university students, many have to live away from their families, manage their own study time and participate in new social relationships, making the role of the family shift from direct control to support, orientation and self-motivation.

Studies on family sociology and educational sociology show that family cohesion is strongly linked to young people's academic achievement, sense of responsibility, and social adaptability. Coleman (1988) emphasizes that family social capital – including parental attention, cohesive family relationships and investment in education – plays an important role in creating human capital for the younger generation. Similarly, Bourdieu (1986) argues that the family is a transmission of cultural capital and social norms, which in turn influences learners' learning attitudes, educational expectations, and ability to participate in social activities. These approaches suggest that students' academic responsibilities and social behaviour are not only a result of the school environment, but are also deeply influenced by their family context and the socialization process before entering university. In Vietnam, many studies have addressed factors that affect students' academic performance, motivation to learn and social skills, but most have focused on factors that belong to the school, curriculum or learning environment. Studies examining the role of family in university students' academic responsibilities and social behavior are relatively limited, especially in the context of students' increasing simultaneous impact of family, school, social media, and the digital environment. Clarifying the relationship



between family support and students' sense of learning, academic discipline, ability to collaborate and participate in the community is therefore significant both theoretically and practically.

The Trade Union University is a higher education institution with the characteristics of training human resources to serve the Trade Union organization and socio-economic development. Our students come from a variety of regions, socio-economic conditions and family backgrounds, creating a diversity of learning experiences and social relationships. In the training process, in addition to the requirements of professional capacity development, the school also focuses on educating a sense of responsibility, cooperative spirit, attitude and community responsibility – qualities that are closely related to the educational process in the family. This raises an important question: How does family influence the formation of students' academic responsibilities and social behavior in today's university environment? Stemming from the above issues, the article focuses on analyzing the role of the family in forming the academic responsibility and social behavior of students of the University of Trade Union in order to clarify three main contents: (1) the level of support, care and orientation of the family for students; (2) the relationship between family factors and students' academic responsibilities, including self-discipline, compliance with academic regulations, and academic cooperation; and (3) the influence of family on students' social behavior, including communication with faculty and classmates, participation in group activities, and a sense of community responsibility. By combining quantitative survey data with in-depth interviews, the study is expected to contribute more empirical evidence on the role of family social capital in higher education in Vietnam, and suggest an approach to strengthening coordination between families and schools in student education. The results of the study are not only meaningful for the University of Trade Union but also provide a reference basis for higher education institutions in developing policies to support students, promote academic responsibility and develop positive social behavior in the context of current social and educational transformation.

2. METHODOLOGY AND ANALYTICAL FRAMEWORK

The study was conducted in the direction of mixed-methods to analyze the role of the family in the formation of academic responsibility and social behavior of students of the University of Trade Union. The combination of quantitative and qualitative methods allows both measuring the influence of family factors on students and clarifying the mechanism of impact of the home environment on the formation of learning consciousness and social behavior in the current context of higher education. Quantitative data were collected through a questionnaire survey of 300 students studying at the Trade Union University. The research sample is conveniently selected by faculty and academic year to ensure the participation of students from a variety of disciplines and courses. The questionnaire is designed on the Google Forms platform, including groups of questions on: (1) the demographic characteristics of students; (2) the level of care, support and orientation of the family; (3) student

academic responsibility; (4) social behavior in the university environment; and (5) factors affecting the formation of academic responsibility and social behavior.

The observed variables are mainly measured using a 5-level Likert scale, ranging from 1 "strongly disagree" to 5 "strongly agree". Indicators of academic responsibility include: self-studying, preparing lessons before going to class, going to school on time, completing learning tasks on time, complying with learning regulations, and actively cooperating with classmates. The group of indicators of social behavior includes: communicating with lecturers and classmates, participating in group activities, supporting friends in learning, preserving the school environment and a sense of community responsibility. Once collected, the data is cleaned, encrypted, and processed using SPSS software. The study used descriptive statistical techniques such as frequency, percentage, mean, and standard deviation to reflect the current state of student academic responsibility and social behavior. At the same time, mean comparisons (t-test, ANOVA) are used to look at differences between student groups by gender, place of residence, and level of family support. Correlation analysis was also carried out to assess the association between family engagement and students' academic responsibilities and social behavior.

In addition to quantitative surveys, the study uses semi-structured in-depth interviews to add depth to the interpretation of survey results. The interview subjects included 03 students, 01 lecturer, 01 faculty manager and 01 functional department manager. The interviews focused on students' experiences of family attention and support, how parents navigate learning and social behavior, the difficulties of living away from their families, as well as the school's role in working with families to educate students. Qualitative data are processed using thematic analysis to identify prominent topics related to the influence of family on students' academic responsibilities and social behavior. In terms of theory, the research combines social capital theory, development ecosystem theory and social cognitive theory to build an analytical framework. According to Coleman (1988), family social capital is formed through cohesion between members, parental interest, and shared norms within the family. This social capital facilitates the formation of students' sense of responsibility, motivation to learn, and social adaptability. In addition, Bronfenbrenner's (1979) theory of development ecosystems argues that individual development is influenced by many environmental systems simultaneously, in which the family and school are the two systems closest to students. The interaction between these two systems plays an important role in shaping the learning norms, attitudes and social behaviors of learners in the university environment.

In addition, Bandura's (1986) theory of social cognition emphasizes that the behavior of the individual is formed through the process of observation, simulation, and self-regulation. In a family setting, parents and relatives serve as the first social role models, influencing how students perceive responsibility, discipline, cooperation, and how to behave with others. Thus, students' academic behavior and social behavior are not only the result of personal characteristics, but also reflect the socialization

process that takes place in the family. On the basis of a theoretical overview and research objectives, the paper builds an analytical framework in the direction of viewing the family as the central variable affecting the academic responsibility and social behavior of university students. The analytical framework consists of three main groups of components.

(1) Family factors

This group of factors reflects the level of family cohesion and support, including:

- parents' interest in learning;
- material and spiritual support;
- career and future orientation;
- supervising and encouraging learning;
- communication and sharing environment in the family;
- education level and economic conditions of the family.

(2) Student Academic Responsibilities

This component reflects the level of self-discipline and sense of learning, including:

- go to school on time;
- prepare lessons before going to class;
- complete assignments on time;
- complying with the regulations on learning and exams;
- actively search for documents;
- cooperate with classmates in the learning process.

(3) Social behavior of students

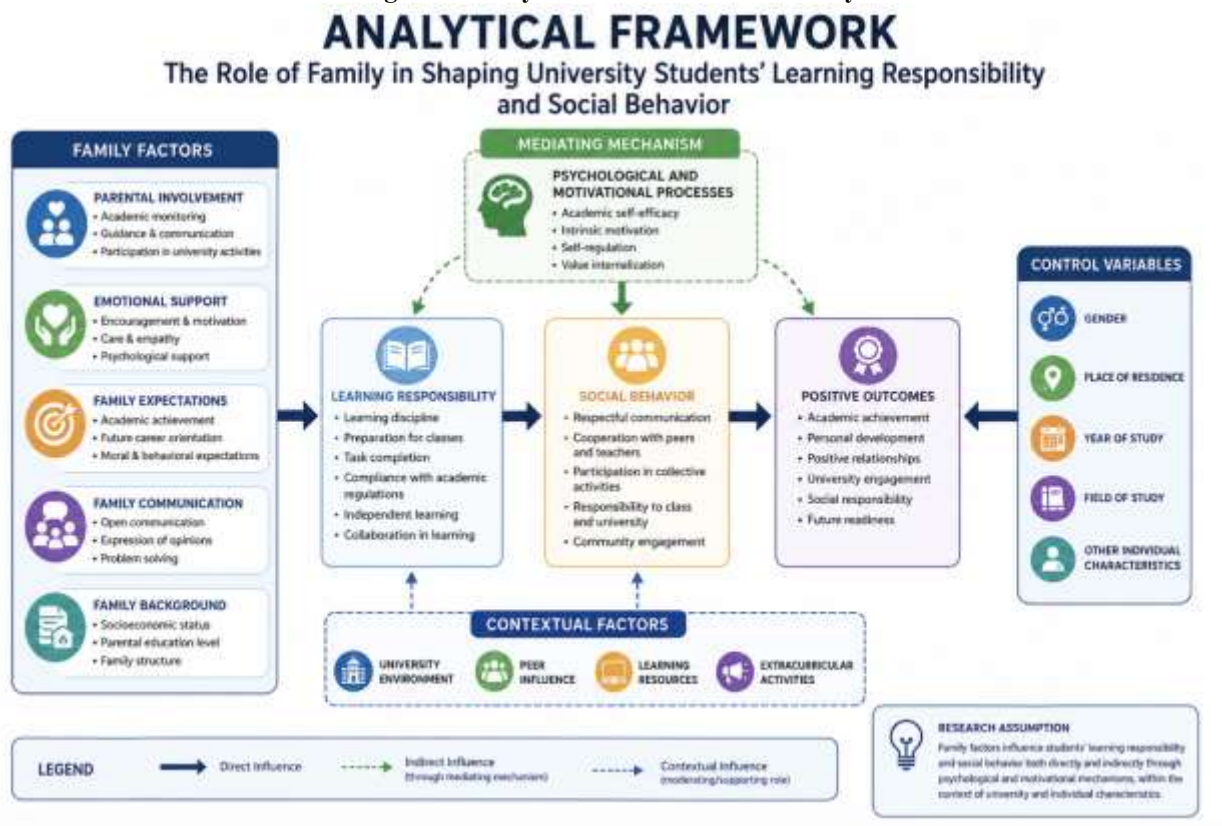
This group of variables reflects how students participate in social life in the university environment, including:

- communicate politely with lecturers and classmates;
- participating in Youth Union – Association activities and collective activities;
- support friends in learning and life;
- preserving the school environment;
- sense of community responsibility and participation in social activities.

The framework also considers regulatory factors such as gender, place of residence (urban/rural), year of school, and current living conditions (family or boarding) in order to assess differences between student groups in the formation of academic responsibility and social behavior.

The relationship between the elements is assumed in the direction of: Family → Academic Responsibility → Social Behavior, in which academic responsibility plays the role of an intermediary variable connecting family influence with students' social behavior manifestations in the university environment. This analytical framework is the basis for developing survey indicators, organizing data collection and analyzing the role of families in shaping academic responsibility and social behavior of students of the University of Trade Union in the context of social transformation and higher education.

Figure 1. Analytical framework of the study





The analytical framework illustrates the assumed relationship between family factors, learning responsibility, and social behaviour among university students in the context of higher education. At the left side of the framework, family factors represent the primary socialization environment and include parental attention, emotional and material support, educational guidance, learning supervision, family communication, and socio-economic and educational background. These factors constitute the family social capital that shapes students' values, attitudes, and behavioural orientations. The framework assumes that family factors directly influence learning responsibility, which is conceptualized through six dimensions: attending classes on time, preparing lessons before class, completing assignments on schedule, complying with academic regulations, proactively searching for learning materials, and collaborating with peers in academic activities. Learning responsibility is considered a key mechanism through which family influence is translated into students' behavioural outcomes in the university environment.

Learning responsibility is further expected to affect social behaviour, including respectful communication with lecturers and peers, participation in student organizations and collective activities, helping classmates, maintaining the university environment, and demonstrating community responsibility and civic engagement. In this framework, learning responsibility

functions as a mediating variable connecting family influence with students' broader social behaviour.

The model also includes several moderating variables—gender, place of residence, year of study, and living arrangement—to explain potential differences among student groups in the process of developing learning responsibility and social behaviour. Finally, the interaction among these components is expected to produce positive educational outcomes, namely academic self-discipline, positive social interaction, and community engagement. The framework is grounded in Social Capital Theory (Coleman, 1988), Ecological Systems Theory (Bronfenbrenner, 1979), and Social Cognitive Theory (Bandura, 1986), which together provide the theoretical foundation for understanding how family environments contribute to the development of responsible and socially engaged university students.

3. RESEARCH RESULTS

The survey results show that students of the Trade Union University have quite diverse family backgrounds in terms of residence, living conditions and the level of cohesion with their families. The majority of students are studying away from their families but maintain regular contact with their parents through emotional support, academic orientation, and encouragement during their college studies.

Table 1. Family characteristics of the students participating in the survey

Characteristics	Quantity	Rate (%)
Living with family	118	39,3
Living away from family (hostel/dormitory)	182	60,7
The family is always interested in learning	214	71,3
Occasional family care	68	22,7
Families care less	18	6,0
Parents regularly encourage learning	226	75,3
Parents have little or no encouragement	74	24,7

Source: Trade Union University Student Survey, 2026 (n = 300).

The data in Table 1 shows that 71.3% of students said their families are regularly interested in their studies and 75.3% receive regular encouragement from their parents. This reflects that although many students have lived away from their families,

families still maintain a significant role in supporting and guiding their children's learning. The influence of family is more evident when considering students' expressions of academic responsibility.

Table 2. Academic responsibilities of students according to the level of support from their families

Demonstration of academic responsibility	Highly Supportive Family (Mean)	Low Supportive Families (Mean)
Go to school on time	4,52	3,89
Pre-class preparation	4,28	3,61
Complete assignments on time	4,47	3,74
Compliance with study and exam regulations	4,61	4,02
Actively search for learning materials	4,36	3,83
Collaborate with classmates in learning	4,42	3,91

Source: Processed from survey data, 2026.

Overall, the group of students who received a high level of support from their families had markedly higher GPAs on all indicators of academic responsibility. The differences are particularly prominent in behaviors related to academic discipline such as attending school on time, completing assignments on

time, and adhering to academic regulations. This shows that the home environment is not only materially supportive but also contributes to the formation of a sense of self-management, discipline and a serious attitude towards students' learning activities. Not only does it affect learning, but family cohesion is



also positively associated with social behavior in the university environment.

Table 3. Social behavior of students according to the level of family cohesion

Social behavior	High Family Cohesion (Mean)	Low Family Cohesion (Mean)
Communicate politely with the instructor	4,63	4,18
Collaborate and support fellow learners	4,55	4,02
Participating in Youth Union – Association activities	4,11	3,54
Preserving the school environment	4,38	3,86
Get involved in community activities	4,07	3,42
Responsible for the class	4,49	3,95

Source: Processed from survey data, 2026.

The results in Table 3 show that students with high levels of family engagement tend to exhibit more positive communication attitudes, higher levels of cooperation, and higher levels of participation in group activities than those with low levels of family engagement. Notably, the biggest difference

appears in the content of community participation, showing that family has an influence not only on personal behavior but also on students' sense of social responsibility and community involvement. This difference continues to be shown when analyzing by gender and place of residence.

Table 4. Academic Responsibility and Social Behavior GPA by Gender and Residence

Student Groups	Academic Responsibility (Mean)	Social Behavior (Mean)
Male	4,12	4,05
Female	4,39	4,31
Urban	4,21	4,18
Rural/Town	4,33	4,24

Source: Processed from survey data, 2026.

Female students have higher average scores than male students in both academic responsibility and social behavior, reflecting a higher tendency to self-discipline, comply with regulations, and maintain positive social relationships. Meanwhile, the difference between urban and rural/township groups is not so great, however students from rural areas tend to show a slightly higher level of academic responsibility. In-depth

interview data shows that many students from rural areas are more aware of their family's expectations for higher education, which in turn is more motivated to study and participate in group activities. To determine which elements of the family have the strongest influence on the formation of academic responsibility and social behavior, the study further analyzes the impact of each family component.

Table 5. The degree of influence of family factors

Family factors	Average Score (Mean)	Impact
Parental Concern	4,51	Very high
Moral encouragement and encouragement	4,47	Very high
Family Expectations for Academic Performance	4,36	High
Communication environment in the family	4,28	High
Family Economic Conditions	4,11	Quite high
Parents' education level	3,94	Fair average

Source: Student Survey of Trade Union Universities, 2026.

The results in Table 5 show that parental attention is the most influential factor on students' academic responsibility and social behavior, followed by morale motivation and family expectations for academic outcomes. Meanwhile, the parents' education level had a lower influence than factors related to direct interaction and support in the family. This suggests that for college students, the quality of family relationships and parental spiritual companionship are more important than the economic conditions or educational qualifications of parents in the formation of academic responsibility and positive social behavior. Summing up the above results, it shows that the family plays an important role in shaping the academic responsibility and social

behavior of students of the University of Trade Union. Students who receive attention, encouragement, and positive orientation from their families tend to be more self-motivated, better compliant with learning regulations, actively cooperate with classmates, and participate more actively in collective and community activities. The results of the study also show that the influence of family not only directly impacts academic behavior but also indirectly shapes students' social behavior and community responsibility in today's university environment.



4. DISCUSSION

The results show that the family continues to play an important role in shaping the academic responsibility and social behavior of college students, even as many students are studying away from their families and have an increasing level of autonomy. This confirms that the influence of the family on young people does not end when they enter higher education but shifts from direct control to emotional support, value orientation and self-motivation. First of all, the survey results show that students who receive regular attention and encouragement from families have a significantly higher level of academic responsibility. Manifestations such as attending school on time, preparing lessons before going to class, completing study tasks on time, and complying with learning regulations all scored higher average scores in the group with a high level of family support. This finding is consistent with Coleman's (1988) theory of social capital, according to which cohesive relationships in the family generate social resources that help individuals form a sense of responsibility, motivation to learn, and the ability to self-regulate behavior. The family not only provides material resources but also imparts standards of discipline, effort, and responsibility for the future of their children's careers. It is worth noting that parents' attention and moral encouragement are considered to have a stronger influence than their parents' economic conditions or educational level. This suggests that the quality of family ties is more important than purely economic resources in shaping student academic responsibility. These results complement previous studies that have often emphasized the role of family economic conditions in academic achievement. In today's higher education context, as access to learning materials and technology expands, the psychological companionship and value orientation of the family can become more decisive factors for students' attitudes to learning and their ability to stay motivated.

Research also shows that family has a significant influence on students' social behavior. Students with high levels of family engagement tend to communicate more politely with faculty and classmates, actively collaborate in learning, participate more in group activities, and have a higher sense of community responsibility. This reflects that the family is the first environment that helps the individual learn to respect others, cooperate, share, and fulfill social responsibility. From the perspective of Bourdieu (1986), this is the process of transmitting cultural capital and social norms from families to the younger generation, influencing how they engage in social relations in the university environment. In particular, the large difference in the indicator of community participation shows that the influence of the family goes beyond the scope of personal learning to impact the sense of citizenship and social participation of students. Students who are educated in a family environment that emphasizes a sense of responsibility, sharing, and participation in collective activities tend to be more active in Youth Union activities, volunteering and community support. This result is of great significance for universities oriented to the development of socially responsible human resources, in which the Trade Union University has the peculiarity associated with the Trade Union organization and activities for workers and the community.

The results of the study also showed that female students had higher levels of academic responsibility and positive social behavior than male students. This may be related to differences in gender socialization in Vietnamese families, where women are often expected to be more careful, responsible, and focused on social relationships. This finding is consistent with many studies on student academic behavior and social participation, suggesting that gender remains a factor that should be considered in studies on academic responsibility and social development of college youth. As for the residence factor, students from rural and urban areas tend to show slightly higher academic responsibility than urban students. Qualitative data show that many rural students are more aware of their family's sacrifices and expectations for higher education, which in turn forms a stronger motivation to study and a more serious attitude towards the educational opportunities they have. This suggests that family educational expectations may be an important intermediary mechanism between the background context and students' academic behavior. From the perspective of Bronfenbrenner's (1979) theory of the development ecosystem, the results of the study show that student development is the result of the interaction between the family system and the school system. The family provides the foundation of early values and motivation, while the school creates the environment in which those values are reinforced or adjusted through learning activities, group activities, and social interactions. Therefore, students' academic responsibility and social behavior should not be seen as a product of the school or family alone, but as a result of the socialization coordination process between these two institutions.

Another important finding is that academic responsibility plays a role in the connection between family influence and students' social behavior. Students with a high sense of learning often simultaneously exhibit more positive social behaviors such as cooperating with classmates, participating in group activities, and being responsible for the community. This shows that academic responsibility is not only an academic quality but also an element of social responsibility, reflecting the level of maturity and self-regulation of students in the university environment. From the above results, some important implications can be drawn. First, universities need to consider the family as an important educational partner, especially in academic advising, student support and life skills education. Secondly, it is necessary to strengthen forms of connection between schools and parents, not only to announce learning results but also to coordinate in orienting students' learning attitudes, social responsibility and behavioral skills. Third, for students who live far from their families or have low levels of family support, the university needs to develop mentoring mechanisms, psychological support and build a positive learning community to partially compensate for the gap in social support that students may encounter. Overall, research shows that the family is an important source of social capital for the well-rounded development of college students. The influence of family is not only reflected in supporting the learning process, but also contributes to the formation of personal discipline, communication skills, collaborative spirit and community responsibility of students. In the current context of social



transformation and higher education, strengthening coordination between families and schools is an important condition for developing students who are not only professionally competent, but also socially responsible, adaptable and active citizens to meet the development requirements of modern society.

5. CONCLUSION

Research on the role of the family in shaping the academic responsibility and social behavior of students of the University of Trade Union shows that the family continues to be an important social institution for the holistic development of university students in the context of the current social transformation. Although the majority of students are studying away from their families and have an increasing level of autonomy, parental attention, encouragement, and orientation still have a significant impact on students' attitudes toward learning and how they engage in social relationships. The results of the study confirm that students who receive high levels of support and family bonding tend to exhibit more active academic responsibilities, including self-discipline, attending school on time, preparing assignments before going to class, completing tasks on time, and adhering to academic regulations. This shows that the influence of the family is not only manifested in material support but also in the formation of personal discipline, motivation to learn and self-management of students in the university environment. Besides, the study also shows that family bonding is positively associated with students' social behavior. Students who have positive family relationships tend to communicate more politely with faculty and classmates, collaborate more effectively in academics, participate in more active group activities, and have a higher sense of community responsibility. These results show that the family is the first environment that contributes to the formation of values of respect, cooperation, sharing and social responsibility, which in turn influences the way students participate in school life and the community. The study also found that parental attention and moral encouragement had a stronger effect than the economic condition or educational level of the parents. This emphasizes the role of family social capital, i.e. the quality of relationships, interactions and emotional support within the family, in the formation of academic responsibility and positive social behavior of university students. Some notable differences were also noted by gender and place of residence. Female students tend to exhibit higher levels of academic responsibility and positive social behavior than male students, while students from rural and urban areas exhibit slightly higher levels of academic responsibility than urban students. These differences suggest that family socialization and background still have a certain influence on the development of students in the higher education environment.

From the above results, the article proposes some practical implications. Firstly, universities need to strengthen coordination between families and schools in managing and supporting students, considering families as an important partner in the higher education process. Second, it is necessary to develop academic advising activities, psychological support and parent-school connections to help students maintain academic

motivation and develop positive social skills. Third, for students who live far from their families or have low levels of family support, additional support mechanisms are needed to create a more positive learning environment and student community. Although the study provided meaningful empirical evidence on the role of the family in students' academic responsibilities and social behavior, the study still had some limitations such as the scope of the survey was conducted at only one higher education institution and was mainly based on student self-report data. Further studies may expand the scope of the survey to various universities, incorporating advanced quantitative analysis methods and comparative studies between disciplines or between students living with their families and students living far from their families to better clarify the mechanism of family impact on the development of the bar university years in Vietnam. In conclusion, the study confirms that the family still plays a fundamental role in shaping the academic responsibility and social behavior of college students, even in the context of young people's increasing independence and the strong impact of the modern social environment. The promotion of family social capital and the strengthening of coordination between the family and the school is an important condition for training students who not only have professional competence but also a sense of responsibility, social skills and a positive sense of citizenship. to meet the requirements of developing high-quality human resources in the current development and integration period.

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