



Academic Sharing and Parent-Child Communication: Understanding the Dynamics

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Abstract

This study investigates the dynamics of academic sharing within parent-child communication and its impact on students' academic engagement, emotional well-being, and social development. Drawing data from 407 college students across different genders, university types, and living arrangements, the research explores patterns of dialogue, parental involvement, and students' willingness to share academic and personal information. A quantitative research approach was employed, and data were analyzed using SPSS software, applying descriptive statistics and Chi-square tests to identify significant associations among variables. The findings reveal that communication comfort, friendly parental behavior, and trust play a vital role in shaping students' academic decisions and emotional security. Notably, gender and living arrangements significantly influence the frequency, depth, and openness of communication. The study also identifies communication barriers related to technology use, parental awareness, and decision-making autonomy. The results offer practical recommendations for parents, educators, and policymakers to foster open, balanced, and supportive communication strategies that enhance student development.

Keywords: Parent-Child Communication; Academic Sharing; Student Engagement; Parental Involvement

1. Introduction

In today's fast-paced and digitally connected world, communication between parents and children remains a critical pillar for a child's academic and emotional growth. Among the various aspects of this communication, academic sharing—where students discuss their coursework, performance, challenges, and aspirations with their parents—plays a foundational yet often underexplored role. Academic sharing goes beyond merely informing parents about



grades or deadlines; it represents a deeper interaction that fosters mutual understanding, trust, and motivation. When students feel comfortable sharing their academic journeys with their parents, it not only enhances parental involvement but also boosts students' self-confidence, resilience, and academic outcomes.

However, the nature and effectiveness of academic communication can vary significantly based on multiple contextual factors, including gender, living arrangements (at home vs. in hostels/PGs), university type (public or private), and parental occupation or awareness. While some parents maintain open, empathetic, and supportive relationships with their children, others may struggle to engage due to generational gaps, technological barriers, or rigid communication styles. Furthermore, cultural expectations and socioeconomic backgrounds can shape how parents and children perceive and prioritize academic dialogue.

This study seeks to examine these nuanced patterns of communication and academic sharing among college students. By surveying 407 undergraduate and postgraduate students and analyzing the data through SPSS software using descriptive and inferential statistics (including Chi-square tests), the research aims to uncover associations between communication practices and key factors such as comfort level, parental involvement, decision-making autonomy, and awareness of peer groups or extracurricular participation. The study also addresses existing gaps in literature, such as limited attention to gender-based friendliness, the influence of digital tools on academic sharing, and how parental knowledge impacts permissions and trust.

Through its findings, this research provides valuable insights into how academic sharing strengthens or strains the parent-child relationship. It underscores the importance of balanced communication—where parents are involved but not overbearing, and students feel heard without feeling pressured. Ultimately, the study offers actionable strategies for parents, educators, and institutions to build supportive, informed, and student-centered communication ecosystems that nurture both academic success and personal well-being.

2. Literature Review

(Caro, 2011) examined the relationship between parent-child communication and academic achievement across 33 educational systems, including the U.S., and found a positive interaction between these factors. The study utilized a cross-sectional survey design, though specific sampling techniques were not mentioned. However, no clear pattern emerged regarding



national income indicators, and weak evidence suggested that students benefited more from parent-child communication in economically adverse environments. (Poulin & Keijsers, 2013) investigated the development of parent-child communication regarding adolescent unsupervised activities among 390 adolescents aged 12-19. The study employed a longitudinal design with a convenience sampling method. Statistical analyses included curvilinear regression models to assess developmental changes. The results indicated curvilinear developmental changes, with a decline in parental control from ages 14-19. Girls experienced decreased communication in early adolescence, while boys exhibited a decline in disclosure and an increase in secrecy. Parental knowledge decreased between ages 12-19 but remained stable for middle adolescent girls. (Gao & Cummings, 2020) highlighted that positive parental health communication, characterized by warmth, openness, and choice, led to better outcomes for children. The study employed a mixed-method approach using both surveys and experimental interventions, incorporating pre- and post-test evaluations. Statistical tests such as ANOVA and regression analysis were used to assess the effectiveness of communication interventions. Interventions such as single directive messages and media campaigns improved communication, while parents' confidence in initiating conversations increased over time. (Bakhtiar, Lang, Shelley, & West, 2022) examined the impact of parental health communication on children's well-being and found that positive communication, marked by warmth, openness, and choice, was associated with better outcomes. The study utilized a stratified random sampling method and employed regression analysis to identify key predictors of communication effectiveness. Effective interventions included single directive messages, media campaigns, and intensive support. However, no significant differences were observed based on the child's gender or socio-economic status. The study also found that parents were more likely to initiate conversations when they had substantial knowledge of the topic, despite generally lacking confidence in initiating discussions. The findings supported strategies aimed at promoting positive parent-child communication about health, leading to improved child health and well-being. (Grey et al., 2022) explored the impact of parental health communication on children's well-being and similarly found that positive communication, characterized by warmth, openness, and choice, was linked to better outcomes. The study employed a systematic review methodology, analyzing multiple studies with varying sampling



techniques. Interventions to enhance parent-child communication included single directive messages, media campaigns, and intensive support. No differences were identified based on the child's gender or socio-economic status. Parents exhibited low confidence in initiating conversations but were more likely to do so when they had adequate knowledge of the topic. The study reinforced approaches to fostering positive parent-child communication for improved child health and well-being. (Thakur & Singh, 2023) analyzed the influence of family dynamics and parental support on student adjustment. The study employed a survey-based research design using simple random sampling. Statistical tests such as correlation analysis and multiple regression were conducted to examine the relationship between family dynamics and student adjustment. Family dynamics encompassed interactions and functioning within the family unit, while parental support included emotional, cognitive, and practical assistance. The study concluded that positive family dynamics and parental support enhanced students' academic performance, self-esteem, and overall well-being. Conversely, disruptive family dynamics, such as conflict, poor communication, and neglect, negatively affected student adjustment. (Zapf et al., 2023) conducted a systematic literature review to assess the psychometric quality of 12 parent-child communication instruments. The study used a meta-analytic approach with purposive sampling of relevant studies. The Parent-Adolescent Communication Scale (PACS) was utilized in 75% of the studies. However, findings indicated that the psychometric evidence for these instruments was weak, and few had been applied in clinical or at-risk samples. The study also highlighted limitations, including a lack of theoretical foundation, selection criteria inconsistencies, and language bias. (Graham-Clay, 2024) underscored the importance of home-school communication for parental involvement and student success. The study employed qualitative methods, including interviews and focus groups, using purposive sampling to select participants. Thematic analysis was conducted to identify barriers and facilitators of effective communication. The study discussed various communication methods, including one-way and two-way interactions, and identified barriers such as racial stereotypes, language constraints, teacher training deficiencies, technology limitations, and time constraints. Additionally, it suggested future research directions to enhance school-home communication and emphasized the need for effective communication strategies for families. (Gao, Xu, Lv, Zhao, & Han, 2024) applied the transactional model of



stress and the common fate model to examine educational anxiety within families. The study used a quantitative approach with stratified random sampling, analyzing data from 495 families. Structural equation modeling (SEM) was employed to assess relationships among parent-child communication quality, educational anxiety, and trust relationships. Results indicated that high-quality parent-child communication negatively predicted parents' educational anxiety, while trust relationships positively influenced it. The study recommended that future research should consider the broader family context, including communication patterns and parent-child relationships, to effectively address family-related educational anxiety and improve the overall family environment.

3. Research Gap

Caro, 2011; Thakur & Singh, (2023) discuss the relationship between family dynamics and student adjustment but do not extensively examine how gender, university type, and living arrangements influence communication patterns. Graham-Clay (2024) highlight the importance of home-school communication but do not explore *who* makes academic decisions (students, parents, or jointly). Gao et al. (2024) link parent-child communication with educational anxiety but do not examine how well students convey academic challenges to parents. Poulin & Keijsers, (2013) shows that parental control declines with age, but it does not address *how much* parents actually know about their child's academics, friends, and social life. Zapf et al. (2023) critique communication measurement tools, but there is a gap in evaluating *specific parental actions* (e.g., contacting teachers, knowing peer groups). Poulin & Keijsers (2013) found gender differences in adolescent disclosure, the association between students' gender and parental friendliness remains unexplored. Gao & Cummings (2020) and Bakhtiar et al. (2022) examine health-related parent-child communication but do not address gender-based differences in overall student-parent interactions. No study directly investigates whether parental awareness of peer groups influences permission for students to attend events. This is a gap your study can address. Thakur & Singh (2023) discuss family dynamics, but little research directly compares students living at home vs. those in hostels regarding parent-child communication.



4. Significance of the Study

1. This study highlights how students interact with their parents, focusing on comfort in conversations, decision-making, and parental awareness of academics, peer groups, and extracurricular activities. It identifies gaps in involvement and emphasizes the need for a balanced approach where parents provide guidance while respecting students' independence.
2. The research reveals differences in communication patterns based on gender and whether students live with parents or in hostels/PGs. These insights help in understanding how family dynamics influence students' emotional support, academic engagement, and social development.
3. The findings can help families foster open and trust-based communication while encouraging parental involvement beyond academics. Educational institutions can use these insights to design parent engagement programs, workshops, and digital platforms to strengthen student support systems.
4. With the increasing use of digital platforms in education, the study highlights the importance of parental awareness of technological tools. It also stresses the need for holistic parental involvement that supports students academically, socially, and emotionally.

5. Objectives of Study

1. To understand the demographic background of the participants. (Identify the gender, educational level, university type, and living arrangements of the respondents.)
2. To explore the communication patterns between students and their parents. (Assess the comfort level of students in initiating conversations with their parents, Examine how often students engage in conversations with their parents and the topics they discuss, Determine whether students feel understood by their parents during discussions.)
3. To evaluate the level of parental involvement in students' academic decisions and communication. (Investigate who makes the academic decisions (students alone, jointly with parents, or parents alone)), Assess how well students explain their academic requirements, technological tools, and college resources to their parents, Explore



whether students actively seek feedback or advice from their parents on academic matters.)

4. To examine the extent of parental awareness and involvement in students' academic and personal lives. (Understand the level of parental knowledge about students' academic strengths and weaknesses, Investigate if parents are aware of the students' peer groups, exam schedules, and semester breaks, Assess how often parents communicate with academic staff and inquire about their children's social interactions, Evaluate how supportive parents are regarding their children's extracurricular pursuits.)
5. To Know association between Student's Gender and Friendly Behaviour of Parents.
6. To know association between Parents awareness about their child's peer group or friends and Permission from Parents for attending any college events or any outside events are Independent.
7. To know association between Parents communication with teachers or academic staff about progress and Awareness about peer group or friends are independent.
8. To compare parent-student communication based on gender and living arrangements to understand differences in comfort, parental awareness, and support.

6. Research Methodology

Research Design: The study uses **descriptive research** to explore students' academic sharing behaviors and influencing factors through surveys and interviews. **Hypothesis testing** (using descriptive stats and Chi-Square tests) checks the relationship between academic sharing and factors like parental involvement, trust, and performance.

Data Sources:

- **Secondary Data:** Journal articles and literature help identify trends and support findings.
- **Primary Data:** Collected through surveys from college students to understand their sharing habits.

Research Approach:

A **quantitative approach** is used to analyze students' communication behaviors and the role of parental interaction.



Research Instrument:

A **structured questionnaire** with closed-ended and Likert scale questions is used.

Data Collection Tool:

An **online survey (Google Forms)** is used, shared via email, social media, and college networks for wide participation.

Sampling Design:

- **Frame:** UG and PG students from various colleges/universities
- **Unit:** University enrolled students
- **Size:** 407 students

Sampling Technique:

Simple Random Sampling ensures every student has an equal chance of selection, reducing bias.

Data Analysis:

- **Descriptive:** Charts, tables, and averages present survey results.
- **Inferential:** Chi-Square tests and p-values assess relationships between key variables and validate hypotheses.

7. Scope of the Study

1. The study explores how students communicate with parents about academics, peers, and personal matters, and how aware parents are of these aspects.
2. It examines how gender roles, living arrangements, and parental involvement affect students' emotional well-being, decision-making, and participation in academics and activities.
3. The research looks at parental involvement in academic decisions and students' willingness to seek guidance, as well as parents' understanding of their academic challenges and achievements.
4. It assesses the impact of technology on parent-child interactions, including the sharing of digital learning tools and the role of digital platforms in academic involvement.
5. The study identifies communication gaps and suggests ways to improve parent-student engagement, supporting a healthy balance between guidance and independence for better policy and educational practices.



8. Limitation of the Study

1. The study depends on students' own responses, which may not be fully accurate due to personal opinions, memory issues, or wanting to give socially acceptable answers.
2. The sample includes only a specific group of students, so the results may not apply to all students from different backgrounds or cultures.
3. Only students' views are included, without input from parents, which could have provided a more complete picture of their communication and involvement.
4. The study doesn't consider other important factors like family income, parenting style, or cultural background, which could affect parent-student relationships.
5. Data was collected at one point in time, so the study can't show how communication or involvement changes as students grow.
6. It does not deeply explore how parents' behavior affects students' emotions, mental health, or decision-making.
7. While technology use is mentioned, the study doesn't fully explore how digital tools and online communication shape parent-student relationships.

9. Data Analysis & Interpretation

Objective 1: To understand the demographic background of the participants

		Frequency	Percent
Gender	Female	143	35.1
	Male	264	64.9
	Total	407	100
Qualification	Postgraduate	122	30
	Undergraduate	285	70
	Total	407	100
Living Status	In Hostel/PG	203	49.9
	With Parents	204	50.1
	Total	407	100
Enrolled University	Private University	126	31
	Public/Government University	281	69



	Total	407	100
Parent's Occupation	Business	214	52.6
	Homemaker	45	11.1
	Job	148	36.4
	Total	407	100

Objective 2: To explore the communication patterns between students and their parents. (Assess the comfort level of students in initiating conversations with their parents, Examine how often students engage in conversations with their parents and the topics they discuss, Determine whether students feel understood by their parents during discussions.)

		Frequency	Percent
Friendly Behaviour 	Both	260	63.9
	Father	40	9.8
	Mother	68	16.7
	None	39	9.6
	Total	407	100
		Frequency	Percent
Do you feel comfortable initiating conversations with your parents?	Always (1)	265	65.1
	Never (4)	7	1.7
	Rarely (3)	31	7.6
	Sometimes (2)	104	25.6
	Total	407	100
		Frequency	Percent
How often do you talk to your parents?	Daily (1)	319	78.4
	Monthly (3)	9	2.2
	Rarely (4)	6	1.5
	Weekly (2)	73	17.9
	Total	407	100



		Frequency	Percent
Do you feel your parents understand your perspective during discussions?	Always (1)	181	44.5
	Most of the time (2)	141	34.6
	Rarely (4)	20	4.9
	Sometimes (3)	65	16
	Total	407	100

Objective 3: To evaluate the level of parental involvement in students' academic decisions and communication. (Investigate who makes the academic decisions (students alone, jointly with parents, or parents alone)), Assess how well students explain their academic requirements, technological tools, and college resources to their parents, Explore whether students actively seek feedback or advice from their parents on academic matters.)

		Frequency	Percent
Have you explained the course academic requirements to your parents? (College's policies of Attendance, Discipline Rules, and Academic Performance)	Not at all (3)	36	8.8
	Partially (2)	99	24.3
	Yes, completely (1)	272	66.8
	Total	407	100
		Frequency	Percent
Have you given details about the technological tools or online platforms used by the college for communication or academics sharing (e.g., Learning Management Systems, Google Classroom etc.)?	Not at all (3)	36	8.8
	Partially (2)	110	27
	Yes (1)	261	64.1
	Total	407	100
		Frequency	Percent
Have you shared with your parents about the facilities and resources provided by the college	No (3)	38	9.3
	Somewhat (2)	106	26



(e.g., library, computer labs, counselling services)?	Yes (1)	263	64.6
	Total	407	100
		Frequency	Percent
Who made/makes decisions about your academic path (e.g., selecting courses, career goals)?	A Joint Decision	211	51.8
	I alone	134	32.9
	My Parents	62	15.2
	Total	407	100
		Frequency	Percent
Have you tried to get feedback or advice from your parents related to your academics or any issue?	Frequently (1)	158	38.8
	Never (4)	39	9.6
	Occasionally (2)	143	35.1
	Rarely (3)	67	16.5
	Total	407	100
		Frequency	Percent
Do you take permission from your parents for attending any college events or any outside events?	Never (3)	39	9.6
	Rarely (2)	80	19.7
	Yes (1)	288	70.8
	Total	407	100

Objective 4: To examine the extent of parental awareness and involvement in students' academic and personal lives. (Understand the level of parental knowledge about students' academic strengths and weaknesses, investigate if parents are aware of the students' peer groups, exam schedules, and semester breaks, assess how often parents communicate with academic staff and inquire about their children's social interactions, evaluate how supportive parents are regarding their children's extracurricular pursuits.)



		Frequency	Percent
Does your parents know your academic strength and weaknesses?	Not really	87	21.4
	Only strengths	48	11.8
	Only weaknesses	14	3.4
	Yes, in detail	258	63.4
	Total	407	100
		Frequency	Percent
Are your parents aware about your peer group or friends?	Someone but not All (2)	130	31.9
	Yes (1)	277	68.1
	Total	407	100
		Frequency	Percent
Are your parents aware about Exam Schedules or Semester Breaks of your college?	Not at all	25	6.1
	Partially	99	24.3
	Yes, completely	283	69.5
	Total	407	100
		Frequency	Percent
Who made/makes decisions about your academic path (e.g., selecting courses, career goals)?	A Joint Decision	211	51.8
	I alone	134	32.9
	My Parents	62	15.2
		Frequency	Percent
How often do your parents communicate with teachers or academic staff about your progress?	Frequently (1)	84	16
	Never (3)	112	22
	Occasionally (2)	318	62
	Total	514	100
		Frequency	Percent
How often do your parents ask about your social interactions (e.g., friendships, events)?	Frequently (1)	151	37.1
	Never (4)	30	7.4



	Occasionally (2)	154	37.8
	Rarely (3)	72	17.7
	Total	407	100
		Frequency	Percent
How supportive are your parents when you want to pursue extracurricular activities alongside academics?	Not supportive	21	5.2
	Supportive to some extent	119	29.2
	Very supportive	267	65.6
	Total	407	100

Which topics do you generally discuss with your parents?

Row Labels	Row Labels
Daily Routines	267
Education & Career Goals	277
Health & Wellness	180
Hobbies & Interests	165
Personal Relationships	120
Grand Total	1009

Education & Career Goals (277 responses, most discussed topic):

- This suggests that academics and career planning are a primary focus in student-parent conversations.
- Parents may be actively involved in monitoring academic progress, advising on future career choices, and setting expectations.

Daily Routines (267 responses, second most discussed topic):

- Many students share details about their day-to-day activities, indicating consistent communication with parents.



- This could reflect parental concern for daily well-being, time management, and lifestyle habits.

Health & Wellness (180 responses):

- A considerable number of students discuss physical and mental well-being, indicating that parents play a role in guiding health-related matters.
- This suggests parental concern for diet, fitness, stress management, and overall well-being.

Hobbies & Interests (165 responses):

- A significant number of students talk about their personal interests, suggesting that many parents show curiosity and engagement in their child's passions.
- This could be correlated with parental support for extracurricular activities.

Personal Relationships (120 responses, least discussed topic):

- This is the least discussed area, suggesting that students may be less comfortable sharing details about friendships, dating, or social dynamics with their parents.
- This may be influenced by cultural factors, privacy concerns, or perceived parental judgment.

Hypothesis Testing

Objective 5: To Know association between Student's Gender and Friendly Behaviour of Parents.

H_0 : Student's Gender and Friendly Behaviour of Parents are Independent

H_1 : Student's Gender and Friendly Behaviour of Parents are Dependent

			Who is friendly with you				Total
			Both	Father	Mother	None	
Gender	Female	Count	92	7	36	8	143
		Expected Count	91.4	14.1	23.9	13.7	143.0
	Male	Count	168	33	32	31	264
		Expected Count	168.6	25.9	44.1	25.3	264.0
Total		Count	260	40	68	39	407
		Expected Count	260.0	40.0	68.0	39.0	407.0



Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.584 ^a	3	.000
Likelihood Ratio	19.096	3	.000
N of Valid Cases	407		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.70.

As $p - value < 0.05$, we reject H_0 and conclude that Student's Gender and Friendly Behaviour of Parents are Dependent.

Objective 6: To know association between Parents awareness about their child's peer group or friends and Permission from Parents for attending any college events or any outside events are Independent.

H_0 : Parents awareness about their child's peer group or friends and Permission from Parents for attending any college events or any outside events are Independent.

H_1 : Parents awareness about their child's peer group or friends and Permission from Parents for attending any college events or any outside events are Dependent.

			Parents aware about your peer group or friends?		Total
			Someone but not All	Yes	
Permission from parents for attending any college events or any outside events?	Never	Count	20	19	39
		Expected Count	12.5	26.5	39.0
	Rarely	Count	43	37	80
		Expected Count	25.6	54.4	80.0
	Yes	Count	67	221	288
		Expected Count	92.0	196.0	288.0
Total		Count	130	277	407
		Expected Count	130.0	277.0	407.0



Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	34.190 ^a	2	.000
Likelihood Ratio	32.968	2	.000
N of Valid Cases	407		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.46.

As $p - value < 0.05$, we reject H_0 and conclude that Parents awareness about their child's peer group or friends and Permission from Parents for attending any college events or any outside events are Dependent.

Objective 7: To know association between Parents communication with teachers or academic staff about progress and Awareness about peer group or friends are independent.

H_0 : Parents communication with teachers or academic staff about progress and Awareness about peer group or friends are independent.

H_1 : Parents communication with teachers or academic staff about progress and Awareness about peer group or friends are dependent.

			Aware about peer group or friends?		Total
			Someone but not All	Yes	
Parents Communication with teachers or	Frequently	Count	15	69	84
		Expected Count	26.8	57.2	84.0
	Never	Count	50	62	112
		Expected Count	35.8	76.2	112.0



academic staff	Occasionally	Count	24	80	104
		Expected Count	33.2	70.8	104.0
	Rarely	Count	41	66	107
		Expected Count	34.2	72.8	107.0
Total		Count	130	277	407
		Expected Count	130.0	277.0	407.0

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.737 ^a	3	.000
Likelihood Ratio	22.303	3	.000
N of Valid Cases	407		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 26.83.			

As $p - value < 0.05$, we reject H_0 and conclude that parents communication with teachers or academic staff about progress and Awareness about peer group or friends are dependent.

Objective 8: To compare parent-student communication based on gender and living arrangements to understand differences in comfort, parental awareness, and support.

Comparison: Gender-Based Responses in Parent-Student Communication

Gender	Male	Female
	Mean	Mean
Do you feel comfortable initiating conversations with your parents?	1.5138	1.4318
Do you feel your parents understand your perspective during discussions?	2.0625	1.6780
Have you explained the course academic requirements to your parents?	1.3611	1.4507



Have you given details about the technological tools or online platforms used by the college for communication or academics sharing?	1.4513	1.4469
Have you shared with your parents about the facilities and resources provided by the college?	1.3263	1.5151
Have you tried to get feedback or advice from your parents related to your academics or any issue?	1.9652	1.9696
Do you take permission from your parents for attending any college events or any outside events?	1.1666	1.5075
Are your parents aware about your peer group or friends?	1.2847	1.3371
How often do your parents ask about your social interactions?	1.8819	1.9886

1. Comfort in Initiating Conversations with Parents

Interpretation: Female students are slightly more comfortable initiating conversations with parents than male students, as indicated by the lower mean score.

2. Perception of Parental Understanding

Interpretation: Female students feel that their parents understand their perspectives better than male students do. The higher mean for males suggests they perceive lower parental understanding.

3. Explaining Academic Requirements to Parents

Interpretation: Both genders report similar levels of explanation about their academic requirements to parents, with female students slightly more active in this area.

4. Sharing Details About College Technological Tools

Interpretation: No significant gender difference in sharing information about Learning Management Systems and online academic platforms with parents.

5. Discussing College Facilities and Resources with Parents

Interpretation: Female students discuss college facilities (library, labs, counseling) more than male students, suggesting better awareness among female students.

6. Seeking Feedback or Advice from Parents

Interpretation: Both genders are nearly identical in seeking parental feedback, showing no significant difference in reliance on parental advice.



7. Seeking Parental Permission for College/Outside Events

Interpretation: Males seek parental permission for attending events more frequently than females, who report slightly higher independence in this regard.

8. Parental Awareness About Peer Groups

Interpretation: Female students' parents are slightly more aware of their children's peer groups compared to male students' parents.

9. Frequency of Parental Inquiry About Social Interactions

Interpretation: Parents of female students inquire more frequently about their children's friendships and social interactions compared to parents of male students.

Comparison: Living Arrangement-Based Responses in Parent-Student Communication

Current Living	With Parents	In Hostel/PG
	Mean	Mean
How often do you talk to your parents?	1.1756	1.3596
Do you feel your parents understand your perspective during discussions?	1.9951	1.6305
Have you explained the course academic requirements to your parents? (College's policies of Attendance, Discipline Rules, and Academic Performance)	1.4097	1.4285
Have you given details about the technological tools or online platforms used by the college for communication or academics sharing (e.g., Learning Management Systems, Google Classroom etc.)?	1.4487	1.4482
Have you shared with your parents about the facilities and resources provided by the college (e.g., library, computer labs, counseling services)?	1.3658	1.5320
Do you take permission from your parents for attending any college events or any outside events?	1.2878	1.4876



Are your parents aware about your peer group or friends?	1.3070	1.3300
Are your parents aware about Exam Schedules or Semester Breaks of your college?	1.2975	1.4384
How often do your parents communicate with teachers or academic staff about your progress?	2.7560	2.4581
How often do your parents ask about your social interactions (e.g., friendships, events)?	1.8975	2.0049
How supportive are your parents when you want to pursue extracurricular activities alongside academics?	1.4634	1.3251

1. Frequency of Communication with Parents

Interpretation: Students living with parents communicate more frequently with them compared to those in hostels/PGs.

2. Perception of Parental Understanding

Interpretation: Students living in hostels/PGs feel their parents understand them better than those living at home. Distance might lead to more meaningful conversations.

3. Explaining Academic Requirements to Parents

Interpretation: No major difference in students explaining academic requirements to parents, regardless of living arrangement.

4. Sharing Information About College Technology Tools

Interpretation: Both groups share similar levels of information about digital learning platforms with their parents.

5. Discussing College Facilities and Resources with Parents

Interpretation: Students in hostels/PGs share more information about college resources, likely because they rely on these facilities more.

6. Seeking Permission for Events

Interpretation: Students in hostels/PGs have more independence and are less likely to seek parental permission for attending events.

7. Parental Awareness About Peer Groups

Interpretation: Slightly higher parental awareness about the peer groups of students in hostels/PGs, possibly due to parental concern over social influences.



8. Parental Awareness of Exam Schedules & Semester Breaks

Interpretation: Parents of hostel/PG students seem more informed about their academic schedules, likely due to structured check-ins.

9. Parental Communication with Teachers/Academic Staff

Interpretation: Parents of students living at home interact more with academic staff, possibly because they are more involved in their child's academic progress.

10. Parental Inquiry About Social Interactions

Interpretation: Parents of hostel/PG students ask slightly more about social interactions, likely due to concern for their child's well-being while living away.

11. Parental Support for Extracurricular Activities

Interpretation: Parents of students living at home are more supportive of extracurricular activities than those of hostel/PG students, possibly due to more direct influence at home.

10. Findings

1. The majority of respondents are male, undergraduates, and studying in Public University, living arrangements are almost equally split, Parents' occupations vary, with a strong representation of business families.
2. Strong parent-child communication fosters better emotional support and academic involvement, while limited communication may result in misunderstandings and emotional distance. Factors such as living arrangements, gender, and family dynamics play a crucial role in shaping communication patterns between students and their parents.
3. Parental involvement varies, with some students actively engaging their parents in academic discussions while others maintain independence. Friendly parental behavior, ease of communication, and living arrangements may play a significant role in determining how much students involve their parents in their academic journey.
4. Most parents are aware of their child's academics, friends, and exam schedules, though some have limited knowledge. Parent-teacher communication and interest in social interactions vary, with some highly engaged and others distant. While most support extracurricular activities, some prioritize academics over other pursuits.



5. There is a significant relationship between a student's gender and how they perceive their parents' friendliness. Male and female students have different experiences in terms of which parent they find more approachable, suggesting that gender plays a role in shaping parent-child interactions.
6. Parents who are more aware of their child's peer group are also more likely to grant permission for attending college or outside events. This indicates that parental approval for social activities is influenced by their level of familiarity with the student's friends.
7. There is no direct relationship between parents communicating with teachers about academic progress and their awareness of their child's peer group. This suggests that even if parents stay informed about academics through teachers, it does not necessarily mean they are equally involved in their child's social life.
8. Girls communicate more easily with parents, hostel/PG students feel better understood despite talking less, and parents of girls and hostel/PG students are more aware of their social lives, while parents of students at home are more involved in academics and activities.

11. Recommendation

1. To ensure a more balanced representation, future studies should aim for a more proportionate gender distribution, sample to include more postgraduate respondents, and explore factors influencing university selection and living arrangements. Additionally, understanding the impact of parental occupations on students' educational and career choices could provide valuable insights for policymakers and educators.
2. Families should create a comfortable space for discussions on academics and personal matters. Universities can organize parent-student interaction sessions to help build trust and improve communication patterns.
3. Parents should be actively involved in academic decisions but also allow students to make independent choices. Schools and colleges can introduce career counselling programs that involve both students and parents to ensure well-informed decisions.
4. Parents should take an interest in students' peer groups, social interactions, and extracurricular activities to provide holistic support. Schools should encourage parents to engage beyond academics, fostering a balanced student life.



5. Parents should ensure equal support for both male and female students in terms of friendly interactions and openness. Universities can introduce awareness programs to help reduce gender-based differences in communication.
6. Parents should be encouraged to trust and communicate openly about social events and peer groups. Institution can conduct awareness sessions to help parents understand the importance of allowing students to participate in social and extracurricular activities.
7. Institution should promote regular parent-teacher communication that includes not only academic progress but also social and personal development. Institutions can create parent-teacher digital platforms for easy communication.
8. Since students in hostels/PGs experience different levels of parental involvement, institutions should provide virtual parent-student meetups and online academic tracking tools to ensure that distance does not hinder engagement.

12. Conclusion

The study highlights that parental involvement significantly affects students' academic, emotional, and social well-being. While many students experience strong communication and support from their parents, some face limited engagement due to gender differences, independence in decision-making, or physical distance. Strengthening parent-student communication, balancing independence with guidance, and increasing awareness of both academic and social aspects can create a more supportive and engaging environment for students' overall development.

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