

# IMPACT OF PARENTAL INVOLVEMENT, TEACHER-STUDENT RELATIONSHIP, AND RESILIENCE ON ACADEMIC PERFORMANCE AMONG MIDDLE SCHOOL STUDENTS IN KANG WON PROVINCE, IN SOUTH KOREA

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**Abstract:** This study investigated the impact of parental involvement, teacher-student relationship, and resilience on the academic performance of middle school students in Kang Won Province, South Korean. The study's participants consisted of students selected from three middle schools in Kang Won Province, South Korea. The research measures employed included the Parental Home and School Involvement Scale, Teacher-Student Relationship Inventory, and the Connor-Davidson Resilience Scale 25. Results from multiple regression analysis showed that perception of parental involvement and resilience are significantly and positively associated with academic performance. However, teacher-student relationship was not found to be significantly related to academic performance. The results also demonstrated that, overall, both male and female students did not believe that their parents were highly involved in their lives; likewise, they did not think highly of the quality of their relationship with their teachers. On the other hand, they reported themselves as being highly resilient. The results also demonstrated gender differences in their perceived teacher-student relationship in that male students' perception of their relationship with their teachers is more positive than female students' perception. The results indicated no significant gender differences in reported parental involvement and resilience.

**Keywords:** Resilience, Academic Performance, Parental Involvement.

## Introduction

Challenges and problems in everyday living contribute to the risk of failure in academic development and educational achievement for children in the 21<sup>st</sup> Century. Family dissonance, poverty, violence, interpersonal relationship and other environmental factors are potential threats for them in their academic development and educational achievement. In upper elementary and middle schools, high level of parental involvement and the quality of teacher-student relationship can impact the academic performance of middle school students (13-15 years of age).

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