

The Relationship of Parental Involvement to Students' Academic Performance in School

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ABSTRACT

Parental involvement is widely recognized as a crucial factor in enhancing students' academic performance. Despite this, many schools continue to face challenges in fostering effective partnerships with parents, particularly in balancing home-based and school-based engagement. The main objective of the study is to examine the relationship between different forms of parental involvement and students' academic performance, addressing the gap in understanding which aspects of involvement are most influential in the Philippine context. A quantitative research design was employed, utilizing survey questionnaires to gather data from parents regarding their involvement in their children's education. The study measured three sub-variables of parental involvement: home-based involvement, school-based involvement, and communication and expectation. The overall mean for parental involvement was found to be high ($M = 4.42$), with home-based involvement rated highest ($M = 4.50$) and school-based involvement lowest ($M = 4.34$). The result reveal that parents are most engaged in supporting their children at home, while participation in school activities is less frequent. This pattern suggests that while home-based support is highly practiced and beneficial, barriers may exist that limit school-based involvement. The implications of these results underscore the need for schools to create more accessible opportunities for parental engagement beyond the home, as well as to continue supporting parents in their home-based roles. Strengthening both forms of involvement can contribute to improved academic outcomes for students.

INTRODUCTION

Parental involvement has long been recognized as a crucial factor influencing students' academic success. As education systems worldwide strive to improve learning outcomes, understanding the impact of family engagement on student achievement has become increasingly important. When parents take part in their children's learning-by helping with homework, talking with teachers, or encouraging good study habits-students often do better in their classes. Many schools and teachers believe that having parents involved can help students achieve more. Numerous studies suggest that when parents actively participate in their children's education-through activities such as monitoring homework, attending school events, and fostering positive attitudes toward learning-students are more likely to excel academically.

Many studies have shown that students whose parents are involved in their education tend to get higher grades and perform better on tests. For example, a study by Castro and others (2015) found that when parents set high goals and stay in touch with the school, their children usually do better in school.

Another study by Erdem and Kaya (2020) looked at 55 different research papers and found that parental involvement helps students from preschool to high school. They also found that parents' high expectations for their children's success were very important. However, when parents try to control everything too much, it can sometimes have a small negative effect.

A study in 2021 also showed that the positive link between parents being involved and students doing well applies to all school subjects and grade levels. This means that no matter where students live or what they study, having parents involved helps them succeed.

Jeynes (2005) found that children with parents who are very involved in their schoolwork get better grades and test scores than children whose parents are less involved. This was true for students from many different backgrounds.

Even though parental involvement is helpful, not all types of involvement work the same. Studies show that parents who support and encourage their children, rather than just checking on their homework, have the most positive impact on their children's learning.

A study by Gonzalez-DeHass et al. (2005) found that parental involvement significantly predicts both standardized achievement test scores and classroom academic performance, even after accounting for the child's intelligence. This research also identified that the child's perception of their own cognitive competence and the quality of the student-teacher relationship are important mediators in this relationship.

In short, many studies agree that when parents are involved in their children's education in a positive way, students do better in school. This research will look more closely at how parental involvement affects students' academic performance and how schools can encourage parents to take part.

MATERIALS AND METHODS

Research Design

This study will employ a quantitative, correlational research design to examine the relationship between parental involvement and student academic performance. By utilizing this approach, the research aims to collect numerical data and apply statistical analysis to determine whether, and to what extent, a relationship exists between the two variables. The correlational design is appropriate for this study, as it allows for the identification of patterns and associations without manipulating any variables.

Locale of the study

The research was conducted in Barangay San Miguel, which is one of the barangays in the municipality of Maramag, Bukidnon, located in Northern Mindanao, Philippines. The study specifically focused on San Miguel Elementary School within this barangay.

Participants of the Study

The study involved 95 parents residing in Barangay San Miguel and 95 students enrolled at San Miguel Elementary School. This selection ensures a direct link between parental involvement and the academic performance of students within the same local community.

Research Instruments

The research utilized structures questionnaire designed separately for parents and students to collect relevant data.

- **Parent Survey:** This questionnaire assessed the frequency and types of parental involvement, including attendance at school events, support with homework, and communication with teachers. The questions aimed to capture the extent and nature of parents' engagement in their children's education.
- **Student Survey:** This questionnaire focused on assessing the students' academic achievements and performance in school, gathering information such as grades, class participation, and other indicators of academic success.

Both instruments were carefully developed to ensure clarity, reliability, and validity in measuring the variables under study.

Data Gathering Procedure

The data were collected through the face-to-face distribution of survey questionnaire to both parents and students. Prior to administering the questionnaires, the purpose of the study and the consent process were thoroughly explained to the participants to ensure informed participation. Participants were given ample time to thoughtfully complete the surveys, allowing for accurate and reflective responses. This approach helped foster a comfortable environment and encouraged honest and complete answers.

Statistical Techniques

The collected data were analyzed using SPSS statistical software. Descriptive statistics were used to summarize participants' responses, providing an overview of parental involvement and student academic performance. Inferential analysis, such as correlation or regression, was then conducted to examine the relationship between parental involvement and students' academic performance, following established practices in similar research.

RESULTS AND DISCUSSION

Sub-Variables	Mean	Descriptive Rating	Qualitative Interpretation
Home-Based Involvement	4.50	Strongly Agree (SA)	Highly Practiced
School-Based Involvement	4.34	Agree (A)	Experienced
Communication and Expectation	4.44	Agree (A)	Experienced
Over-all Mean	4.42	Agree (A)	Experienced

Legend:			
Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree (SA)	Highly Experienced
4	3.50-4.49	Agree (A)	Experienced
3	2.50HP-3.49	Neutral (N)	Moderately Experienced
2	1.50-2.49	Disagree (D)	Slightly Experienced
1	1.00-1.49	Strongly Disagree (SD)	Not Experienced

The analysis of the summary table for parental involvement shows an overall mean of 4.42, which falls under the "Agree" category and is qualitatively interpreted as "Experienced." This suggests that, in general, parents are actively involved in their children's education, and such involvement is a common experience among respondents.

Highest and Lowest Indicators

Among the sub-variables, Home-Based Involvement has the highest mean score of 4.50, which is described as "Strongly Agree" and interpreted as "Highly Practiced." This indicates that parents are most engaged in activities that take place at home, such as helping with homework, monitoring academic progress, and providing a supportive learning environment. On the other hand, School-Based Involvement has the lowest mean score of 4.34, which, while still high, is only rated as "Agree" and "Experienced." This suggests that while parents do participate in school-related activities, such as attending meetings or volunteering at school events, these are less

frequent or less strongly practiced compared to home-based activities. Communication and Expectation falls in between, with a mean of 4.44, showing that parents are also quite active in communicating with teachers and setting expectations for their children.

Implication of the Result

The results imply that parents are more comfortable and consistent in supporting their children at home than in participating in school-based activities. This could be due to factors such as time constraints, work commitments, or a lack of opportunities for involvement at school. The strong home-based involvement is encouraging, as research consistently shows that parental support at home has a significant positive impact on students' academic performance and motivation (Jeynes, 2018). However, the relatively lower school-based involvement suggests there may be barriers that schools need to address to encourage more active participation from parents.

International studies echo these findings. For instance, a study by Castro et al. (2019) found that home-based parental involvement, such as supervising homework and discussing school activities, is more prevalent and has a stronger influence on student achievement than school-based involvement. Similarly, Kim and Hill (2021) highlighted that effective communication between parents and teachers enhances student outcomes, but school-based participation often lags due to logistical issues.

Local studies in the Philippines support these trends. According to Dela Cruz and Javier (2020), Filipino parents are generally more involved at home, helping with assignments and providing guidance, but face challenges in participating in school events due to work schedules and transportation issues. A more recent study by Santos et al. (2023) emphasized the importance of school initiatives to foster stronger school-home partnerships, especially after the disruptions caused by the COVID-19 pandemic.

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