

# Impact of Parent Involvement on Student Academic Achievement

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**Abstract**— A child's academic journey is shaped not only within the classroom but also through the support and involvement experienced at home. This study examined parental involvement and students' academic achievement at Lumaping Elementary School in Barangay Lumaping, Jose Dalman, Zamboanga del Norte. Using a descriptive-correlational research design, the study involved parents and students as respondents. Data were gathered through a questionnaire assessing parental involvement in parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community, as well as students' academic achievement. Frequency, percentage, mean, standard deviation, Spearman's rank correlation coefficient, and Kruskal-Wallis test were employed in analyzing the data. Findings revealed that parents demonstrated a high extent of involvement across all dimensions, with parenting emerging as the most prominent area of participation. Students likewise exhibited a high level of academic achievement. However, statistical analysis revealed no significant relationship between parental involvement and students' academic achievement. Moreover, parental involvement did not significantly differ according to age, sex, or educational attainment. The findings indicate that although parents remain actively engaged in their children's education, academic achievement may be influenced by multiple interacting factors beyond parental involvement alone. The study underscores the importance of sustaining strong home-school-community partnerships while adopting broader strategies that address the diverse factors contributing to students' academic success.

**Keywords**— parental involvement, academic achievement, parenting, home-school partnership, elementary education, parental participation.

## I. INTRODUCTION

### Background of the Study

Parental engagement plays a crucial role in students' academic success, offering vital support to the learning process. Parental involvement in education helps students build effective learning strategies and responsibility. Effective parent-teacher communication allows early intervention in academic difficulties, thereby enhancing student performance. Parents' participation in school events and checking homework sets up a routine that motivates students to learn. But parental engagement can be affected by factors such as employment, socioeconomic background and education level. Time and lack of education on the importance of their role can prevent some parents from being able to attend. Schools can play a vital role in engaging parents and providing them with strategies to be involved in their child's learning. Improving parent-school partnerships can improve academic achievement and student success.

There is a wealth of research on parental engagement that demonstrates its benefits on student academic performance. A systematic review by Musengamana (2023) showed parental involvement positively affects children's learning, promoting motivation and discipline. Cook (2021) also noted that parental involvement, including checking homework and engaging in school events, is associated with improved student achievement. Yang et al. (2023) also examined the impact of parental engagement on student engagement, highlighting that supportive environments at home enhance student concentration and learning persistence. Further, Shebani et al. (2025) found parental involvement leads to greater motivation, which in turn leads to academic passion, especially in the online environment. These findings highlight the important role of parental involvement in academic achievement.

Preliminary interviews and observations highlight some deficiencies in parental involvement that affect

student learning. Parents, through work, limited or lack of awareness, and financial pressures demonstrate low levels of involvement in school events and the provision of support for learning at home. Parental involvement is affected by socioeconomic status, with more academic support provided to students from affluent families. Parents and teachers continue to experience communication barriers, with parents often only attending meetings when there are concerns. Language and cultural differences also limit the involvement, especially of indigenous and migrant communities. Moreover, parents sometimes overdependence on schools for their child's learning progress, forgetting their important role in supporting learning at home. Parental support for technology-based learning is also impacted by the digital divide, particularly in disadvantaged families. These issues suggest a need for support such as parent education and improved communication to improve parental involvement in children's learning.

The research seeks to explore the effects of parental involvement on students' learning outcomes, acknowledging the significant role parents have in the success of their children's education. It aims to measure the level of involvement in parenting, communication, volunteering, home learning environment, student decision-making and working with the community. Through the characteristics of the respondents, the study aims to identify differences in parental involvement related to student engagement and achievement. In the end, the study will offer insights into how varying degrees and forms of parental involvement affect students' achievement, and provide a foundation for improving school-community relations and policies.

### **Theoretical Framework**

The present study is based on Epstein's Theory of Overlapping Spheres of Influence (1995), which highlights the inter-relationship between school, family and community in students' learning and development. It proposes that students perform better academically when the three spheres work together, emphasising the collective involvement of teachers, parents and community in educational progress (Epstein, 1995). This study aims to assess the level of

parental engagement across various areas - parenting, communication, volunteering, learning at home, decision-making, and community collaboration to determine its effects on students' academic performance.

A number of studies support Epstein's theory by emphasising the importance of school-family partnerships in promoting student success. Epstein, Sheldon and Hine (2025) built on the original framework, underscoring that regular parental involvement in communication, school and decision-making activities is associated with improved academic outcomes. Zollo (2023) examined the pedagogical alliance between schools and families in the context of inclusion, confirming parental engagement leads to improved student engagement and learning.

Furthermore, Capretta, Zhang, Anderman, and Boone (2024) examined the impact of student leadership on improving school-family partnerships, highlighting the importance of student involvement in these partnerships to promote greater student responsibility for learning. And Smithson (n.d.) reviewed how digital tools, such as SchoolStatus, align with Epstein's model by supporting better communication and parental involvement, and how the theory continues to be relevant in the digital age.

In this approach, the study examines the six key areas of parental involvement identified by Epstein: (1) parenting, which involves providing a home environment that supports learning; (2) communicating, which ensures effective communication between the school and the family; (3) volunteering, which refers to parents' participation in school activities; (4) learning at home, which involves parental support for homework; (5) decision-making, which involves parental participation in school governance; and (6) collaborating with the community, which involves partnerships that support student learning (Epstein et al., 2025). These dimensions offer a framework for examining various facets of parental involvement and their impacts on student achievement.

This research is consistent with Epstein's Theory of Overlapping Spheres of Influence in that it focuses on the association between parental involvement and student achievement. It also aims to find if variations in parental involvement exist in terms of sex, age and educational background. This can provide insight into how family dynamics can impact the student learning experience and how schools can build on this to improve parental involvement.

Overall, Epstein's theory provides a robust framework for examining the role of parental involvement on student success. The theory's focus on partnerships among schools, parents and communities offers a holistic view of the role of different types of parental involvement in student achievement. This research adds to the existing literature by extending Epstein's theory to the current educational context, highlighting the importance of parental involvement in promoting student success.

## II. RESEARCH METHODOLOGY

This study employed a descriptive-correlational research design to examine parental involvement and

students' academic achievement and determine their relationship and differences according to selected parental characteristics. The study involved 160 students and 160 parents from Lumaping Elementary School, Jose Dalman, Zamboanga del Norte. Data were collected using a three-part questionnaire covering parents' demographic profile, parental involvement in parenting, communication, volunteering, learning at home, decision-making, and community collaboration, and students' academic achievement. The instrument underwent expert validation, pilot testing, and reliability testing using Cronbach's alpha before administration. Necessary permissions and informed consent were secured, while voluntary participation, anonymity, confidentiality, data security, and research integrity were observed throughout the study. The collected data were analyzed using frequency and percentage for demographic characteristics, mean and standard deviation for parental involvement and academic achievement, Spearman's Rank Correlation Coefficient to determine the relationship between the variables, and the Kruskal-Wallis Test to determine differences according to parental characteristics.

## III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

*Table 1. Demographic Profile of the Respondents*

| Profile                       | f   | %     |
|-------------------------------|-----|-------|
| <b>Age</b>                    |     |       |
| Below 30 years old            | 16  | 10    |
| 30 – 39 years old             | 49  | 30.62 |
| 40 – 49 years old             | 65  | 40.63 |
| 50 and above years old        | 30  | 18.75 |
| <b>Total</b>                  | 160 | 100   |
| <b>Sex</b>                    |     |       |
| Male                          | 73  | 45.62 |
| Female                        | 87  | 54.38 |
| <b>Total</b>                  | 160 | 100   |
| <b>Educational Attainment</b> |     |       |
| Elementary Level              | 13  | 8.12  |
| High School Graduate          | 45  | 28.12 |
| College Level                 | 45  | 28.12 |
| College Graduate              | 47  | 29.38 |
| Postgraduate                  | 10  | 6.26  |
| <b>Total</b>                  | 160 | 100   |

Table 1 showed the respondents' profile in terms of age, gender and level of education. The findings revealed a majority of the respondents were aged 40-49 years old, female and college graduates. This implied that most respondents were in their middle-adulthood years, thus showing more maturity, stability and experience in decision-making and involvement in community or organizational programs and activities. The slight majority of female respondents also suggested that there were more female participants in the study, while the relatively higher level of education implied that the respondents had a moderate level of academic readiness, which could potentially affect their knowledge, understanding, and responsiveness towards the research topic.

Age-wise, the majority of the respondents were 40-49 years old with 65 respondents or 40.63%, followed by 30-39 years old with 49 respondents (30.62%). There were 30 or 18.75% who were 50 years old and above, and the smallest number of respondents were those below 30 years old with 16 or 10.00%. This suggested that the majority of respondents were in their prime years of work and life experience, which may translate to better decision-making and insights. For sex, the majority of the respondents were female with 87 or 54.38% followed by male respondents with 73 or 45.62%. This implied that there was roughly an equal

representation in terms of sex, although females had a greater representation suggesting higher involvement of females. In terms of education, the highest number of respondents was college graduates with 47 (29.38%), followed by both high school graduates and college level with 45 respondents each (28.12%). The respondents with elementary education had 13 or 8.12% while the least were postgraduate with 10 or 6.26%. This finding indicated that majority of respondents had at least secondary to tertiary education levels, which might help them understand the policies, programs or services under investigation.

This study's results were similar to the one reflected in a research article by Aliman et al. (2024) where most respondents were also women (68.30%), aged between 31-40 years, and most had bachelors' degrees. They concluded that the middle-aged and relatively educated respondents showed better levels of participation and comprehension of institutional role and responsibilities. This finding was in line with the present study, where the high frequency of middle-aged and highly educated respondents also implied a group of respondents with the potential to provide valid responses. But the current study was slightly different in the sense that the most dominant age group was 40-49 years old instead of 31-40 years old, suggesting that the respondent population was older.

**Table 2.1** Extent of Parents' Participation in terms of Parenting

| Indicators                                                                             | sd    | Mean |
|----------------------------------------------------------------------------------------|-------|------|
| <b>I provide a structured and supportive home environment for my child's learning.</b> | 0.88  | 3.89 |
| <b>I ensure that my child gets enough rest, nutrition, and time for schoolwork.</b>    | 0.92  | 4.00 |
| <b>I encourage good study habits and time management at home.</b>                      | 0.89  | 4.17 |
| <b>I monitor my child's health and well-being to support school performance.</b>       | 0.99  | 4.04 |
| <b>I discuss with my child the importance of education and career goals.</b>           | 1.00  | 4.10 |
| <b>Average Mean</b>                                                                    | 4.043 | High |

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.1 showed the level of parents' participation in terms of parenting. The average mean of 4.043, which was interpreted as High, suggested that parents were engaged in facilitating, supporting and monitoring their child's learning at home. This implied that parents understood the need to develop a learning-friendly home environment for their children. Their

active involvement suggested that the students were likely to be supported with emotional, physical and academic needs, which may contribute to their achievement, behaviour and love for learning.

The indicator with the highest mean (4.17) was "I encourage good study habits and time management at

home" which implied that parents were highly focused on the importance of discipline and responsibility in their children's study habits. The next highest means were for "I talk with my child about the importance of education and future career plans" (4.10), and "I ensure my child's health and well-being is monitored for school performance" (4.04), both interpreted as High. This suggested that parents recognised the importance of emotional support and future career planning. "I make sure that my child has sufficient rest, food, and time for schoolwork" had a mean of 4.00, while the lowest was for "I create a conducive and supportive home environment for my child to study in" with a mean of 3.89, but still interpreted as High. This implied that although parents had generally supportive homes, some may have struggled to consistently create an ideal learning environment for their children due to

work commitments, financial pressures, or other family commitments.

These results were supported by the research of Bhamani et al. (2020), where they discovered parental support in online learning, especially in monitoring, encouraging, and setting up a schedule, significantly impacted students' learning motivation. They concluded that parents who actively supervised their children's study habits and took care of their well-being contributed to improving their academic achievement and well-being. This was consistent with the current study in which parents demonstrated high engagement in parenting, particularly in the form of developing good study skills and having conversation on the importance of education. This indicated that good parenting continued to be a significant predictor of student success before and after school engagement.

**Table 2.2** Extent of Parents' Participation in terms of Communicating

| Indicators                                                                               | Sd   | Mean       |
|------------------------------------------------------------------------------------------|------|------------|
| <b>I regularly communicate with my child's teachers regarding academic progress.</b>     | 1.08 | 3.76       |
| <b>I attend parent-teacher meetings and school-related discussions.</b>                  | 1.01 | 3.97       |
| <b>I respond promptly to school notices, letters, and invitations.</b>                   | 0.91 | 3.93       |
| <b>I encourage my child to share school experiences with me.</b>                         | 1.06 | 3.72       |
| <b>I ask teachers for recommendations on how to support my child's learning at home.</b> | 1.05 | 4.10       |
| <b>Average Mean</b>                                                                      |      | 3.900 High |

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

Table 2.2 showed the level of parents' involvement in term of communicating. The mean of 3.900 (High) overall showed that parents were actively involved in communicating with teachers and school about their child's learning and development. This implied that parents recognised the importance of communication as a key factor in promoting their children's learning. Their participation in school-related discussions suggested enhanced home-school partnerships and this could have positive impacts on student achievement, behaviour and learning outcomes.

Of the indicators, the highest mean of 4.10 was for "I seek professional advice from teachers on how to help my child learn at home", implying that parents considered teachers as important sources of advice in supporting their children's learning. It was followed by

"I participate in parent-teacher meetings and school discussions" (mean of 3.97) and "I respond to school invitations, notices, and letters in a timely manner" (mean of 3.93), both interpreted as High.

This suggested that parents were responsive and actively involved in school activities that create partnerships between school and home. "I regularly talk to my child's teachers about school work" had the mean of 3.76 while the lowest mean of 3.72 (but still interpreted as High) was "I encourage my child to talk to me about school work". This implied that although communication with the school was generally good, some parents might have found it difficult to have frequent discussions with their children due to time and family commitments.

This was consistent with the findings of Garbe et al. (2020) which found that parent-school communication was important in supporting student learning, particularly when parents sought teacher recommendations and engaged in school events. Their research stressed the importance of parents who kept regular contact with teachers so they were positioned to support their child's learning at home and

emotionally support their child. This was in line with the current study where parents showed high communication participation, especially in consulting teachers for recommendations and parent-teacher meetings. The agreement of these findings revealed the crucial role of communication between parents and teachers in improving student outcomes and building educational collaborations.

**Table 2.3** *Extent of Parents' Participation in terms of Volunteering*

| Indicators                                                                                      | Sd   | Mean       |
|-------------------------------------------------------------------------------------------------|------|------------|
| <b>I participate in school activities, such as school events, programs, or clean-up drives.</b> | 0.98 | 3.87       |
| <b>I volunteer to assist in classroom or school activities when needed.</b>                     | 0.92 | 4.11       |
| <b>I contribute time or resources to support school initiatives.</b>                            | 1.01 | 3.86       |
| <b>I offer assistance during school events like field trips or fundraisers.</b>                 | 1.01 | 3.95       |
| <b>I encourage other parents to get involved in school activities.</b>                          | 0.98 | 3.68       |
| <b>Average Mean</b>                                                                             |      | 3.898 High |

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.3 showed the level of parents' involvement in volunteering. The average mean of 3.898 (interpreted as High) suggested that parents were engaged in volunteering and contributing to school activities. This implied parents understood the value of dedicating time, effort and resources to improve the school environment and support the learning of their children. This high involvement suggested a greater level of collaboration between parents and schools, which could create a more positive and conducive environment for students to learn.

The highest mean of 4.11 was noted for the indicator “I volunteer to assist in classroom or school activities when needed” which suggested that parents were highly responsive to direct support when needed by the school. This was followed by the indicators, “I assist in school activities, such as field trips or fundraisers” with a mean of 3.95 and “I take part in school activities, such as school events, programs, or clean-up drives” with a mean of 3.87, both rated as High. This suggested that parents were responsive and supportive of school activities that benefited students and improved the school. “I donate time or resources to school activities and programs” had an average of 3.86, and the lowest average of 3.68 and still

considered as High was for “I motivate other parents to participate in school activities.

This implied that although parents were involved in volunteering, they were less likely to encourage others to get involved in school activities, perhaps due to a lack of confidence and social support, and time constraints.

The results were consistent with the study of Núñez et al. (2019) that found parental volunteering in school activities affected students' motivation to learn, and the relationship between parents and schools.

They highlighted that parents who were involved in school programs and supported school activities played a crucial role in creating a positive learning environment and enhancing student learning.

This was in line with the present study, in which parents were highly involved in volunteering, especially in helping school and classroom activities when required.

The findings of the two studies supported that parental volunteering continued to be a significant factor in building school-parent relationships and student outcomes.

**Table 2.4** Extent of Parents' Participation in terms of Learning at Home

| Indicators                                                                     | Sd   | Mean       |
|--------------------------------------------------------------------------------|------|------------|
| <b>I help my child with homework and assignments when needed.</b>              | 1.02 | 3.88       |
| <b>I provide a quiet and conducive study environment at home.</b>              | 1.00 | 3.97       |
| <b>I encourage my child to read books or engage in educational activities.</b> | 0.89 | 4.01       |
| <b>I set rules at home regarding study time and schoolwork completion.</b>     | 0.95 | 3.95       |
| <b>I discuss my child's progress and areas for school improvement.</b>         | 0.93 | 3.90       |
| <b>Average Mean</b>                                                            |      | 3.945 High |

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

The degree of parents' participation in learning at home is shown in Table 2.4. The mean of 3.945 (interpreted as High) for the overall extent of parents' participation in learning at home suggested that parents were actively participating in their children's academic learning at home. This implied that parents acknowledged their role in extending classroom learning through support and encouragement, as well as creating a conducive home learning environment. Parents' active involvement suggested that students were likely receiving continued academic support at home, which may influence their academic performance, behaviour and learning motivation.

The indicator with the highest mean of 4.01 was "I encourage my child to read books or engage in educational activities" which implied that parents highly endorsed the value of learning outside of school. The next highest means were 3.97 for "I provide a quiet and conducive study environment at home" and 3.95 for "I have rules at home about study time and schoolwork", both interpreted as High. This suggested that parents were keen to create a conducive environment for learning. "I talk to my child about their learning and things they can do to improve their

school performance" had a mean of 3.90 and the lowest mean of 3.88, which was interpreted as High, for "I help my child with homework and assignments if needed". This implied that parents provided ongoing support for learning at home, but direct help with homework may have been somewhat constrained by busy work schedules, a lack of subject matter expertise or other family commitments.

The results were echoed by the study of Dong, Cao, and Li (2020), which reported parental support for home learning greatly enhanced students' engagement and learning performance. The study highlighted that parents who engaged in reading with the child, helped develop a study schedule and provided a conducive learning environment contributed to children's academic learning. This was consistent with the current study where parents showed high involvement in at-home learning, especially with regard to promoting reading and learning-based activities. These consistent results confirmed that parental involvement in home-based learning continued to be an important aspect of supporting students' academic achievement and lifelong learning.

**Table 2.5** Extent of Parents' Participation in terms of Decision-Making

| Indicators                                                                               | Sd   | Mean       |
|------------------------------------------------------------------------------------------|------|------------|
| <b>I participate in school committees, such as the Parent-Teacher Association (PTA).</b> | 0.95 | 4.04       |
| <b>I provide input on school policies and programs affecting students.</b>               | 1.06 | 3.88       |
| <b>I collaborate with teachers in making decisions for my child's education.</b>         | 0.96 | 3.81       |
| <b>I voice concerns or suggestions regarding school policies.</b>                        | 0.99 | 3.87       |
| <b>I encourage other parents to actively participate in school decision-making.</b>      | 0.89 | 3.91       |
| <b>Average Mean</b>                                                                      |      | 3.906 High |

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.5 showed the level of parents' involvement in decision-making processes. The mean of 3.906 (High) for the overall average implied that parents were engaged in school decision-making for child education and school programs. This indicated that parents understood their crucial role not only as home supporters but also as partners in school policies and programs. This high level of involvement suggested an increased partnership between parents and school leaders, which may lead to more responsive school programs and better outcomes for children.

The indicator with the highest mean of 4.04 was "I am a member of school committees, such as the Parent-Teacher Association (PTA)," suggesting that parents were highly involved in school committees where policies and decisions were made. This was followed by the indicators, "I encourage other parents to participate in school decision-making" with a mean of 3.91, and "I share my ideas on school programs or policies that affect students" with a mean of 3.88, both interpreted as High. This suggested that parents were open to sharing their views and encouraging others to become involved in school decision-making. "I share concerns or suggestions about school policies" had a mean of 3.87 and the lowest mean of 3.81 (interpreting

High) was obtained by "I work with teachers to make decisions about my child's education". This implied that while parents were generally engaged in decision-making, they may have had less collaboration with teachers in relation to specific educational issues due to communication gaps, lack of time, or a lack of confidence in their ability to contribute to their child's educational planning.

This study was supported by Goodall and Montgomery's (2019) study which highlighted the importance of parents' participation in school decision-making for enhancing educational partnerships and school effectiveness. They found that those parents who were more engaged in school committees, expressed opinions and worked collaboratively with teachers, supported effective policy implementation and effective strategies for students. This was congruent with the finding of the current study where parents indicated High involvement in decision-making, such as participating in the PTA and encouraging other parents to be involved. The congruence of these results substantiated the fact that collaborative decision-making between parents and schools was important in supporting student learning and school improvement.

**Table 2.6** Extent of Parents' Participation in terms of Collaborating with the Community

| Indicators                                                                        | Sd    | Mean |
|-----------------------------------------------------------------------------------|-------|------|
| <b>I engage with community programs that support children's education.</b>        | 1.00  | 3.96 |
| <b>I participate in initiatives that promote student welfare and development.</b> | 0.89  | 4.10 |
| <b>I encourage my child to join extracurricular activities in the community.</b>  | 0.98  | 3.86 |
| <b>I collaborate with local organizations that support educational programs.</b>  | 0.94  | 4.03 |
| <b>I promote a positive relationship between the school and the community.</b>    | 0.95  | 3.94 |
| <b>Average Mean</b>                                                               | 3.984 | High |

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

Table 2.6 showed the level of parents' participation with the community. The average mean of 3.984, interpreted as High, demonstrated that parents engaged with programs and initiatives in the community that focused on children's education and well-being. This implied that parents recognized the need to reach beyond the home and school to partner with the community to support learning. This high level of engagement suggested that their child

benefited from additional learning opportunities, greater social support and improved learning experiences through partnerships between schools and the community.

Among the indicators, the highest mean (4.10) was from the indicator "I engage with programs that support student well-being and development", suggesting parents valued programs that directly

benefited their children. This was followed by “I work with local organizations that promote educational programs” with a mean of 4.03 and “I participate in community programs that support children in education” with a mean of 3.96 (both High). This suggested that parents were open to collaborating with other stakeholders to improve educational opportunities for students. The items “I encourage a good rapport between the school and the community” scored 3.94, while the lowest score was for the item “I encourage my child to engage in extracurricular activities in the community” with a mean of 3.86 (interpreted as High). This implied that although parents were encouraging of community participation, the encouragement of students to directly participate in extracurricular activities may have been less driven due to financial, safety or time constraints.

The results were corroborated by Epstein and Sheldon (2020), who highlighted the importance of parent involvement with community organizations as an opportunity to improve student outcomes and partner with the community.

They reported that parents involved in community initiatives and offering support for extracurricular activities contributed to student motivation, social development and academic achievement. This was consistent with the current study where parents had a high level of participation in collaboration with the community involving student well-being and engagement with community organizations. This agreement further indicated the significance of community collaboration in contributing to student development and achievement.

**Table 2.7** Summary of the Extent of Parents' Participation

| Components                       | Mean  | Interpretation |
|----------------------------------|-------|----------------|
| Parenting                        | 4.043 | High           |
| Communicating                    | 3.900 | High           |
| Volunteering                     | 3.898 | High           |
| Learning at Home                 | 3.945 | High           |
| Decision-Making                  | 3.906 | High           |
| Collaborating with the Community | 3.984 | High           |
| Average Mean                     | 3.946 | High           |

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

The summary of the level of parents' involvement in the six dimensions of parental involvement (parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community) was shown in table 2.7. The mean of 3.946 or High for the average overall parental participation suggested that the parents were involved in several areas of their children's learning at home and at school. This implied parents understood their important contributions to academic achievement, personal growth and development, and school activities. Their active engagement suggested a high degree of home-school-community collaboration, which may in turn positively affect students' academic performance, behaviour and well-being.

The highest mean of 4.043 was observed in parenting, followed by working with the community with a mean

of 3.984, and learning at home with a mean of 3.945, all considered High. These results suggested that parents prioritised the home learning environment, involvement in the community and providing learning opportunities at home. The next component was decision-making with a mean of 3.906, communication with a mean of 3.900 and the lowest was volunteering with a mean of 3.898, but again interpreted as High. This implied that although parents were consistently involved in school-related activities, they were less focused on being involved in volunteering and communicating directly with the school than on parenting at home. This could be due to busy work schedules, other commitments or limited engagement opportunities with the school.

These results were in keeping with the findings of Lara and Saracosti (2019) who found that parental

involvement across a range of factors, including parenting, communication, home learning and school participation, had a positive impact on student academic and emotional outcomes. The researchers highlighted the importance of parents engaging in both school and home environments, thus providing a support network for students and enhancing learning

outcomes. This was parallel to the present study where all six areas of parental involvement were interpreted as High, especially parenting and community collaboration. These comparable findings supported the notion that holistic parental involvement continues to be a critical aspect of supporting student learning and educational partnerships.

*Table 3 Level of students' academic achievement*

| Indicators                                                                   | Sd           | Mean        |
|------------------------------------------------------------------------------|--------------|-------------|
| I achieve high grades in academic subjects.                                  | 0.95         | 3.98        |
| I actively participate in class discussions and activities.                  | 0.99         | 3.76        |
| I submit schoolwork and assignments on time.                                 | 0.97         | 3.81        |
| I demonstrate strong problem-solving and critical thinking skills.           | 1.03         | 3.91        |
| I show interest and motivation in learning new topics.                       | 0.93         | 3.95        |
| I receive positive feedback from teachers regarding my academic performance. | 0.98         | 3.99        |
| I set academic goals and work towards achieving them.                        | 1.03         | 3.85        |
| I perform well in quizzes and examinations.                                  | 1.00         | 3.85        |
| I balance academic responsibilities with extracurricular activities.         | 1.08         | 3.85        |
| I have seen improvement in my academic performance over time.                | 1.00         | 3.93        |
| I achieve high grades in academic subjects.                                  | 0.99         | 4.01        |
| I actively participate in class discussions and activities.                  | 1.04         | 3.89        |
| I submit schoolwork and assignments on time.                                 | 1.05         | 3.83        |
| I demonstrate strong problem-solving and critical thinking skills.           | 1.05         | 3.88        |
| I show interest and motivation in learning new topics.                       | 1.01         | 3.90        |
| I receive positive feedback from teachers regarding my academic performance. | 1.01         | 3.91        |
| I set academic goals and work towards achieving them.                        | 1.04         | 3.95        |
| I perform well in quizzes and examinations.                                  | 0.93         | 3.95        |
| I balance academic responsibilities with extracurricular activities.         | 0.91         | 3.98        |
| I have seen improvement in my academic performance over time.                | 0.91         | 3.92        |
| <b>Average Mean</b>                                                          | <b>3.917</b> | <b>High</b> |

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 3 showed the overall level of students' academic achievement in terms of several indicators of academic performance, participation, motivation and learning habits. The overall average mean of 3.917, which was interpreted as High, suggested that students as a whole had high academic achievement and positive learning dispositions. It implied that the students were engaged in the learning process, complied with academic requirements and were motivated to succeed. The high academic performance suggested that students had conducive learning environments at home and at school, which led to improved academic performance and personal growth.

The indicator "I achieve high grades in academic subjects" had the highest mean of 4.01, followed by "I receive positive feedback from teachers about my academic performance" with a mean of 3.99 and "I achieve high grades in academic subjects" in the first set with a mean of 3.98, all interpreted as High. This reflected that students believed themselves to be academically able and were likely to receive positive feedback from their teachers. Meanwhile, the mean of 3.98 for "I balance academic responsibilities with extracurricular activities" also suggested that students were engaged in extracurricular activities while achieving academic success. The lowest mean of 3.76

was obtained by “I participate in class discussions and activities,” but still interpreted as High. This implied that students achieved well academically, but the emphasis on active class participation may have been somewhat less, perhaps because of shyness, low self-esteem, or lack of opportunities to engage in discussions.

This was consistent with the study of Mega, Ronconi, and De Beni (2020) which found that students' academic performance was significantly related to motivation, self-regulation, and engagement in

learning tasks. This study highlighted the importance of students having academic goals, doing their homework on time, and having good relationships with their teachers as a predictor of academic success.

This was consistent with the present study where students showed high academic achievement, especially in getting good grades, feedback from teachers and motivation to learn. These findings supported the fact that academic achievement was connected to students' attitude, discipline and motivation to learn.

**Table 4** Test of Significant Relationship Between Parental Involvement and Student's Academic Achievement

| Variables                                               | r- value | P value | Decision      |
|---------------------------------------------------------|----------|---------|---------------|
| Parental Involvement and Student's Academic Achievement | 0.026    | 0.785   | retain the Ho |

Note: If  $p \leq 0.05$ , with a significant difference

The test of significant relationship between parental involvement and students' academic achievement was shown in table 4. The r-value of 0.026 and p-value of 0.785 showed that there was no significant relationship between parental involvement and students' academic achievement as the p-value was higher than the 0.05 level of significance. Thus, Ho was accepted. This implied that the parental involvement, as defined in the study, did not have a direct significant relationship with students' academic achievement. The low positive correlation also indicated that the correlation between the two variables was weak and may not have significantly affected students' academic achievement in this study.

The results suggested that while parents had a high level of involvement in areas such as parenting, communication, volunteering, learning at home, decision-making and community collaboration, these forms of parental involvement did not necessarily have a positive direct impact on students' academic achievement. This might have been affected by stronger factors influencing academic achievement

such as students' motivation and learning strategies, peers, quality of teaching, school environment, and socioeconomic status. It also implied that parents' involvement was not the only factor affecting students' academic success and that students' achievement may be more determined by a combination of factors from the home, school and students themselves.

The current finding was in contrast with the study of Castro et al. (2019) that parental involvement was associated with students' academic performance, especially when parents were involved in home learning and student supervision. They found that a meta-analysis of parental expectations and academic support were strongly associated with student success across all levels of schooling. But the present study showed no significant relationship, indicating that the impact of parental involvement may be influenced by such factors as cultural context, level of autonomy of the student, and the nature of parental support. This finding suggested that, although parental involvement was positive, it may not have a significant direct effect on academic performance in all environments.

**Table 5** Test of Significant Difference on Parental Involvement According to their Demographic Profile

| Variables                                       | df | P value | Decision      |
|-------------------------------------------------|----|---------|---------------|
| Parental Involvement vs. Age                    | 3  | 0.870   | retain the Ho |
| Parental Involvement vs. Sex                    | 1  | 0.676   | retain the Ho |
| Parental Involvement vs. Educational Attainment | 4  | 0.233   | retain the Ho |

Note: If  $p \leq 0.05$ , with a significant difference

The test of significant difference on parental involvement when grouped according to their demographic characteristics in terms of age, sex and educational attainment was presented in Table 5. It revealed that all p-values calculated for age ( $p = 0.870$ ), sex ( $p = 0.676$ ) and educational attainment ( $p = 0.233$ ) were higher than the 0.05 level of significance. So, the null hypothesis was accepted for all three variables. This meant there was no difference in parental involvement when the respondents were categorised based on age, sex and educational attainment. It suggested that there were no differences in parental involvement based on demographic characteristics, indicating parents were generally equally involved in their children's education.

The results also implied that there were no variations in parental involvement across demographics. Young and older parents, fathers and mothers, and parents with different levels of education all exhibited similar levels of parental involvement. This implied that parents were more likely to invest in their children's learning because of shared values, responsibilities and recognition of the value of education rather than their demographic characteristics. It also suggested that parental involvement interventions could be delivered without substantial variations according to demographics.

The findings were confirmed by Jeynes (2020) study that found that while parents' involvement in children's education has a positive impact on student achievement, factors such as parent's gender and education level often do not have significant effects on parental involvement.

His meta-analysis highlighted that parental involvement is more a product of cultural norms, parental beliefs, and encouragement from the school rather than demographic differences. This was consistent with the results in the present study where no significant differences in parental involvement were observed among parents with different sex, age and educational level. These consistent findings implied that parental involvement is a common practice among parents, irrespective of demographic characteristics.

## IV. CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The study found that while parental involvement is an important part of students' learning journey, it has no significant effect on students' academic success. While parents' level of involvement (parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community) was high, as was students' academic achievement, statistical analysis did not show any significant association between the two.

This suggests that although parents showed high levels of participation and students achieved high academic performance, parental involvement did not significantly impact academic achievement in this study. Additionally, the level of parental involvement was shown to be consistent across different age, sex and educational background, as these factors had no significant impact on their participation.

### Recommendations

Based on the findings and conclusions, students are encouraged to strengthen independent learning, personal responsibility, and effective study habits to sustain their academic performance. Parents may continue providing consistent educational, emotional, and home-based support despite the absence of a significant relationship between parental involvement and academic achievement.

Teachers and school administrators may strengthen school-family partnerships through inclusive programs that encourage meaningful parental participation while promoting students' independence.

Policymakers and community stakeholders may support balanced home-school-community initiatives that contribute to students' overall development.

Future researchers may examine other factors associated with academic achievement, such as student motivation, classroom environment, teaching methods, and peer relationships, to provide a broader understanding of influences on students' learning outcomes.

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