

Exploring the Role of Parental Involvement and its Effects on Student Performance in Rural Schools

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Abstract—This study examined the influence of parental involvement on the academic performance of Grade I to III pupils at Campo Uno Elementary School, a rural school in Zamboanga City that serves Indigenous Subanen learners. The research was guided by Epstein's Framework of Parental Involvement and explored three main dimensions: school participation, the provision of educational resources, and academic support given at home. A descriptive-correlational research design was used, and data were collected from 74 parents through validated survey questionnaires. The findings revealed that parental involvement was generally low across all dimensions. Many parents rarely participated in school activities, had difficulty providing necessary learning materials, and offered limited academic support at home. The students, on the other hand, achieved an average grade of 78.81, which falls within the "Fairly Satisfactory" range. Statistical analysis showed no significant relationship between parental involvement and academic performance. Additionally, no meaningful differences were found when parental involvement was analyzed based on demographic factors such as age, gender, income, and educational background. These results suggest that in rural communities like Campo Uno, factors such as poverty, limited access to resources, and cultural barriers may hinder parents from engaging more fully in their children's education. The study recommends that schools develop inclusive and practical strategies that promote family-school partnerships, especially in underserved and indigenous communities where support systems are often lacking.

Index Terms—Academic Performance, Descriptive-Correlational Study, Educational Support, Family-School Partnership, Indigenous Learners, Parental Involvement, Rural Education, School Participation, Socioeconomic Factors, Subanen Community.

1. Introduction

Parental involvement plays a vital role in shaping students' academic achievement. Parents serve as key contributors to a child's educational success, offering not only financial support but also physical presence and emotional encouragement. Their engagement begins at home, where they help cultivate positive attitudes toward learning and provide the foundational support necessary for academic growth. In the early stages of a student's educational journey, parents act as primary facilitators guiding, motivating, and assisting their children in various aspects of schooling. This involvement encompasses participation in school participation, providing resources, and consistent academic support.

According to Myers (2018), parental involvement refers to the active participation of parents in all aspects of their children's education and development, from birth through adulthood. Parents are not only the first teachers but also the most enduring influence in a child's life. Their involvement includes maintaining regular communication with educators, monitoring academic progress, attending school events, and contributing to educational decisions. As noted by LaRoque et al. (2011) and Shimi et al. (2024), when parents are actively engaged whether by helping with homework, attending school functions, or keeping in touch with teachers—students tend to develop stronger learning habits and higher motivation. However, the extent of this involvement often varies based on factors such as socioeconomic status, parental education level, age, and gender.

Academic performance, as defined by Kumar (2021), involves gaining knowledge, acquiring skills and competencies, earning high grades, and achieving educational milestones that contribute to long term academic and professional goals. It is typically measured through indicators such as grade point averages, standardized test scores, and classroom assessments. The literature presents mixed findings on the impact of parental involvement on academic performance. While researchers such as Zuo et al. (2025) identify a strong positive correlation, others, like Ocampo (2024), argue that such involvement does not always significantly influence academic outcomes. Despite these differing views, there is a growing academic consensus that consistent parental support especially when coupled with effective school collaboration creates a conducive environment for academic success. The relationship between parental involvement and academic performance lies at the core of this research.

The study posits that active parental engagement through school participation, providing resources, and academic assistance positively influences student achievement. This relationship may also be moderated by demographic factors, including parents' age, education, income level, and gender. Research by Escol et al. (2024) supports the assertion that collaboration between home and school significantly improves student outcomes, particularly in rural or under-resourced communities.

This study focuses on Campo Uno Elementary School, located in Purok 4, Labuan, Zamboanga City. Established in

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2015 through the support of Ateneo de Zamboanga University, the school was founded to serve the Indigenous Subanen community by bringing education closer to their homes.

Despite its mission, the school faces significant resource limitations, such as inadequate facilities and the use of shifting classrooms to accommodate all learners. In such a unique socio-cultural and economic context, the role of parental involvement in enhancing student performance—especially in literacy—has not been adequately examined. This research aims to address this gap by investigating how parental engagement affects academic outcomes in a rural, indigenous setting. The primary purpose of this study is to examine the role of parental involvement and its effects on the academic performance of Grade III, IV, V, and VI students at Campo Uno Elementary School during the school year 2024–2025.

The study seeks to explore the different forms of parental engagement practiced within the school community, as well as the extent to which such involvement influences students' academic outcomes, particularly in literacy and overall performance. Moreover, the findings of this research aim to inform school administrators, educators, and policymakers about the significance of fostering strong school-family partnerships. It recommends the promotion of increased collaboration between schools and families, alongside the development of targeted policies and programs that encourage and support parental engagement—especially in underserved and indigenous communities. Through this study, practical insights may be provided to help bridge educational gaps and improve student achievement in rural settings.

2. Literature Review

A. Parental Involvement in Student's Academic Performance

Parental involvement in a child's education, whether through participation in school activities, providing necessary resources, or offering academic support at home, plays a powerful role in shaping student success. As MwiLa (2024) pointed out, when parents take an active part in school-related events and responsibilities, they help create a learning environment that feels supportive and motivating for their children. This kind of involvement often depends on a parent's educational background, economic situation, and cultural beliefs. Muthi (2024) supported this by explaining that when parents are engaged, especially in elementary education, students become more motivated and show improvements in their thinking skills, behavior, and emotional development. Simple actions like helping with schoolwork, offering encouragement, keeping open communication with teachers, and providing the tools needed for learning all make a meaningful difference. Sikubwabo (2024) even noted that involving children in everyday tasks like budgeting or planning can make them more aware of the value of education. At the same time, schools must do their part by building welcoming spaces that encourage parents to work closely with teachers. Cruickshank (2024) added that when parents are involved in both school and home activities, it not only strengthens the bond between parent and child but also improves academic outcomes

by building a stronger connection between home and school.

Providing educational resources is another way parent can support their children's academic journey. Suh (2022) emphasized that parents should actively help their children by supplying school materials, staying updated on their academic progress, attending parent-teacher meetings, and checking homework regularly. Munawwar (2023) found that students whose parents offer consistent financial and material support tend to achieve higher grades, are less likely to drop out, and are more likely to stay in school. Balen (2022) agreed, stating that when students have access to learning tools, they are more engaged and readier to succeed. Sharma (2024) also emphasized the importance of strong partnerships between parents and schools, suggesting programs that can train parents to better support and guide their children's education.

Academic support at home is equally important. Musengamana (2023), building on Epstein's framework, described three main ways parents can be involved: helping with homework and home learning, participating in school activities, and staying connected with the broader community. He noted that learning at home and regular communication between parents and teachers have a strong connection to improved academic performance. However, he also cautioned that overly strict parenting or setting unrealistic expectations can sometimes lead to stress and underperformance. Iswan (2023) found that when parents directly tutor or assist their children with schoolwork, it can significantly improve their academic achievement. Similarly, Arthur (2002) explained that when parents consistently show care and support, it encourages children to stay focused and determined, which leads to better results in school. This kind of hands-on involvement, especially for younger learners, helps build confidence and responsibility, setting them up for long-term success.

Parental characteristics such as age, socioeconomic status, educational background, and gender roles can significantly influence a child's academic performance. According to Wibior (2024), research has shown that parental age can affect children's educational outcomes, with older parents often associated with higher academic achievement among their children. This trend is especially noticeable in families with lower socioeconomic status, suggesting that older parents may bring greater stability, maturity, and access to resources that benefit their children's schooling. Melamed (2001) supported this idea by stating that both mothers' and fathers' ages were correlated with student performance, particularly when measured through high school class rankings. Guetto (2020) added that late parenthood is generally linked to better educational outcomes, while early parenthood often has a negative impact, especially for children of less educated parents. However, the impact of parental age can be less significant in only-child households. In the local context, Del Rosario (2010) found that both the age and educational level of parents influence school performance, and that younger parents involved in early childhood development programs may also contribute to positive academic results.

Socioeconomic background is another critical factor in academic success. Lutfiu (2024) noted that students from

wealthier families tend to perform better academically due to greater access to resources such as private tutoring, technology, nutritious food, and proper healthcare. These advantages support children's cognitive growth and focus in school. Basurto (2019) highlighted that students from lower-income families face more academic challenges due to limited opportunities, emphasizing the importance of targeted support for these learners. Garcia et al. (2020) emphasized that parental involvement often reflects socioeconomic status, with parents in higher socioeconomic brackets being more capable of supporting their children's education through access to resources and time.

The educational background of parents also has a strong influence on academic performance. Bagaria (2018) explained that when parents are well-educated, they tend to encourage good learning habits, which positively shape their children's academic development. Mekonnen (2017), however, observed that while family background and place of residence did not significantly impact achievement, parenting style did. In the local context, Macud (2023) found that parents with higher educational qualifications tend to be more involved and have a stronger impact on their children's academic success. He emphasized that parents should serve as role models, guide their children positively, and make time to nurture the parent-child relationship.

Gender roles in parenting also contribute to variations in educational outcomes. Mapanje (2024) explained that traditional roles often see mothers managing day-to-day educational tasks while fathers tend to influence subject-specific interests, such as in math and science. This division of responsibilities can lead to different effects on a child's academic path. Ali (2023) examined how parenting styles impact students of different genders and found no significant difference in academic performance based on gender alone. Okabe (2014), studying rural communities in Mindanao, noted that fathers' education tends to influence the academic success of sons more strongly, while mothers' education affects children of both genders equally. This suggests the presence of gender-specific biases in educational outcomes, particularly in traditional or rural settings.

B. Student's Academic Performance

Academic performance is often seen as a reflection of how well a student is learning, whether that's through gaining knowledge, building skills, earning good grades, or staying motivated to continue their education. Kumar (2021) explained that academic performance involves more than just high scores—it includes the ability to develop competencies, pursue educational goals, and work toward a successful future. However, the connection between parental involvement and academic achievement isn't always simple. According to Calibog (2023), while many parents are actively involved in their children's schooling, this involvement doesn't always lead to higher grades, which suggests that their efforts might not directly show in academic results. On the other hand, Mwila (2024) highlighted that when parents are present and engaged, they contribute to their child's overall growth—mentally,

ethically, and socially—which are all essential in achieving life goals. Students with less involved parents often face more struggles academically. Supporting this view, Zuo et al. (2025) found that parental involvement is generally a strong predictor of student success, especially when it interacts with factors like the child's thinking skills, mindset, and family environment. In the local setting, Ocampo (2024) reported no significant link between parental involvement and academic performance among Grade 8 students but suggested that schools could help by providing parents with tools and strategies to better support their children at home.

Several other studies also explored how different types of involvement influence students' academic journey. Choudhuri (2017) found that both helping out at school and being engaged at home can support better performance, but the results vary. Interestingly, parental expectations—what parents believe their children can achieve—seem to have the greatest impact. Chen (2001) noted that parental involvement has long been viewed as a powerful tool for solving many educational challenges. In a large review of research, Chen found that when parents have high aspirations for their children, it leads to stronger academic performance, while basic supervision at home had less of an effect. Yang (2024) also looked at how different kinds of parental involvement relate to academic success, using nationwide data to explore how these relationships can shift depending on gender and the type of involvement.

Jeynes (2022) took a deeper look at parental expectations, calling it one of the most important aspects of involvement. In a meta-analysis of 54 studies, he found that students whose parents had high academic expectations consistently performed better, regardless of their age, background, or gender. These effects were even more noticeable in studies with strong research quality. All of these findings point to the same conclusion: while not every form of parental involvement leads directly to better grades, the belief, encouragement, and consistent support that parents provide—especially through setting high expectations—can make a lasting difference in a student's academic life.

C. Statement of the Problem

The study aims to determine the Role of Parental involvement and its effects on students' performance in Literacy of Grade I. II and III Pupils of Campo Uno School SY 2024-2025 as measured by their Grade point average (GPA)

To answer the above cited problem, an answer to the following will be sought:

1. What is the extent of parental involvement in student's academic performance in terms of:
 1. School Participation
 2. Providing Resources
 3. Academic Support
2. What is the student's academic performance?
3. Is there a significant relationship between the extent of parental involvement in student's academic performance?
4. Is there a significant difference in the extent of parental involvement when variables are categorized

according to:

1. Age
2. Gender
3. Family income
4. Educational background

3. Scope and Delimitation

This study focused on the 74 Parents of Grade I, II, III students, who were selected as respondents. Additionally, the Grade Point Average (GPA) of the students was collected. The study was limited to these grade levels and did not include other variables or grade levels not explicitly mentioned. Specifically, the study examined the respondents' profiles in terms of age, socio-economic status, educational background, and gender, as well as the extent of parental involvement in the students' academic performance. Parental involvement was measured in terms of school participation, providing resources, and academic support. The primary aim was to determine the effects of parental involvement on the academic performance of students at Campo Uno Elementary School during the academic year 2024–2025.

4. Methodology

A. Design

This study utilizes a Descriptive Quantitative research design to gain a deeper understanding of the selected sample. Descriptive statistics, including mean, frequency, and percentage, were employed to analyze the data. Additionally, a Correlational research design was used to determine whether a significant relationship exists between Parental involvement and student Academic performance.

In this study, the choice of a Quantitative correlational design aligns with the research questions and objectives. Specifically, the primary goal is to examine whether a significant relationship exists between Parental involvement and student academic performance. Previous studies have also utilized a correlational design to investigate the relationship between parental involvement and academic performance. For instance, Lambert et al. (2022) employed a correlational design to explore the role of parental involvement in reducing the academic performance gap among high school students with behavioral challenges. Other researchers have similarly applied a correlational approach in related studies.

B. Respondents of the Study

1) Sampling

This study utilized total population sampling, a type of

purposive sampling technique, where all parents of Grade I, II, and III students enrolled at Campo Uno Elementary School for the school year 2024 to 2025 were selected as respondents. Since the total number of participants was relatively small, with 74 parents in total, it was both practical and meaningful to include everyone. This method ensured that the data gathered would reflect the full range of parental experiences and involvement within the school community. By considering every parent's input, the study aimed to present a more complete and authentic understanding of how parental involvement, whether through school activities, resource provision, or academic support, impacts students' academic performance. The use of total population sampling was also appropriate for capturing the unique context of a rural and culturally diverse school like Campo Uno, where each family's voice contributes valuable insight into the educational experience of their children.

2) Research Instrument

The researchers utilized a self-made survey questionnaire, administered through face-to-face interviews. The instrument was divided into two parts: Part 1: Gathered demographic data (age, socio-economic status, educational background, and gender). and Part 2: Assessed the extent of parental involvement, featuring five statements per variable, rated using a Likert scale: 4 – Very Involved (VI) 3 – High Involved (HI) 2 – Less Involved (LI) 1 – No Involved (NI).

3) Data Gathering Procedure

Data for the study were gathered through face-to-face interviews with the respondents. Before starting the data collection, the researcher prepared a consent letter, which was submitted to the school principal for approval. Once permission was granted, the interviews were conducted personally with the parents, allowing the researchers to explain the questions clearly and ensure that participants were comfortable sharing their answers. After the interviews, all responses were carefully organized, analyzed, and presented using descriptive-quantitative methods. The researchers used the Likert scale ratings from the survey to evaluate how parental involvement affected the academic performance of the students.

5. Results and Discussion

This section was the result of the different research questions through the analysis and interpretation of the data study. It also provides information that support Exploring the role of parental involvement and its effects on student performance in Rural schools.

Table 1
School participation

Statements	Mean	Description
I attend every PTA (Parents Teacher Associations) meeting in the school. And actively ask what are the needs for the classroom improvement	1.32	No involved
I am actively engaging myself every Brigada Skwela of my Children's. to make sure that the room are ready for the new school year	1.59	No involved
I attend every activities of my children such as school play, athlete event, open house and etc.	1.74	No involved
I attend and support every organization that I am involved like PTA officers	1.72	No involved
I attend urgent meeting about my children related about their behavior in the school	1.48	No involved
Average Mean	1.57	No involved

Legend: 4.00 – 3.26 (Very Involved), 3.25–2.56 (High Involved), 2–1.76.5 (less involved), 1.75–1.0 (No involved)

Table 2
Providing resources

Statements	Mean	Description
I allow my children to access the internet for academic purposes.	1.48	No involved
I provide financial support for my children, including daily expenses and school-related payments.	1.22	No involved
I have designated a study area at home where my children can complete their assignments and other school-related tasks.	1.68	No involved
I ensure that my children have all necessary school supplies, including uniforms, booklets, and other educational materials.	1.95	Less involved
I provide my children with gadgets or electronic devices for academic purposes	2.05	Less involved
Average Mean	1.67	No involved

Legend: 4.00 – 3.26 (Very Involved), 3.25–2.56 (High Involved), 2–1.76.5 (less involved), 1.75–1.0 (No involved)

A. Problem 1. What is the Extent of Parental Involvement in Student's Academic Performance in Terms of: School Participation, Providing Resources, Academic Support

Table 1 presents the extent of parental involvement in students' academic performance in terms of School Participation, with data analyzed using the weighted mean method. The findings reveal that among the listed indicators, the highest-rated statement is: *"I attend every activity of my children such as school plays, athletic events, open houses, etc."*, which obtained a weighted mean of 1.74, interpreted as "Not Involved". Despite being the highest rating among the items, the interpretation still suggests low parental engagement. However, this result implies that some parents make efforts to attend school-related activities to provide moral support to their children.

Conversely, the statement *"I attend every PTA (Parents-Teachers Association) meeting in the school and actively ask about classroom improvement needs"* received the lowest weighted mean of 1.32, also interpreted as "Not Involved". This result underscores a critical gap in parent-school collaboration. PTA meetings are a vital platform for parents to stay informed about their children's academic standing and contribute to school improvement efforts. The lack of participation in these meetings suggests a missed opportunity for meaningful engagement.

The average weighted mean for the overall level of parental involvement in school participation is 1.57, which falls under the category of "Not Involved". This indicates that, in general, parental involvement in school-based activities remains limited.

According to MwiLa (2024) Parental School Participation significantly enhances children's academic performance by fostering a supportive learning environment. The study found that parents involvement is influence by their educational level, socio economic status, and cultural practices. Active participation leads to improved mental, ethical and social development in children, which is crucial achieving goals. In connection according to Muthi (2024) Parental participation in the learning process significantly enhances academic performances in Elementary school students. Active involvement such as engaging in teaching activities at home and school, boosts student's motivation and improves their cognitive, psychomotor and affective skills. Open communication, emotional support, and providing learning resources are crucial aspects of this involvement.

In conclusion, the results point to a low level of parental involvement in school participation. Strengthening this aspect is essential for fostering a collaborative school-home

environment that supports the holistic development and academic achievement of students.

Table 2 illustrates the extent of parental involvement in students' academic performance specifically in terms of Providing Resources, with data analyzed using the weighted mean. Among the five indicators, the highest-rated statement is "I provide my children with gadgets or electronic devices for academic purposes," with a mean of 2.05, described as "Less Involved". This indicates that some parents do provide technological resources to support their children's learning, though not consistently or at a highly engaged level. The lowest-rated statement is "I provide financial support for my children, including daily expenses and school-related payments," which recorded a mean of 1.22, described as "No Involved". This result suggests a significant limitation in consistent financial support, possibly due to socio-economic constraints.

According to Suh(2022) Parents should be proactive towards their pupils academic work, provide recommended text and workbook ,verify their books constantly, offer assistance in the completion of homework, attend Parent-teacher association and maintain contact with school to monitor pupils progress In addition according to Munawwar (2023) Research consistently shows that students whose parents are actively involved in their educational including through financial and material support achieve higher grades, have lower dropout rates, andmore likely to continue their education. In the same manner Balen (2022) stated that various initiatives that foster student's success, highlighting that parental support through financial and materials resources positively impacts academic performance, enhancing student's ability to engage learning and access necessary educational tools ultimately leading to improved outcomes. According to local context Moneva (2020) The capacity of the parents to provide financially the needs of the students in their studies is referred to as parental support. While motivation is the personal drive or will of a person to do a task without the influence of other people. The data gathered were treated through weighted mean and chi-square. In which, it revealed that students were more motivated when they are financially supported by their parents when it comes to educational purposes.

The overall average weighted mean for this category is 1.67, which falls under the interpretation "No Involved". This suggests that, on average, parents demonstrate a low level of involvement in providing the necessary resources to support their children's academic performance. The findings point to a need for stronger parental support in ensuring students have access to financial, material, and environmental resources that are essential for their educational success.

Table 3
Academic support

Statements	Mean	Description
I review my children's quarterly examination results and provide guidance in subjects where they received low scores.	1.95	Less involved
I actively assist my children Before the Examination developing their reading and writing skills.	1.48	No involved
I engage my children in reading activities on weekdays to help improve their reading skills.	1.68	No involved
I have hired a tutor due to a public/Government school set up to help my children improve their academic performance.	1.22	No involved
I enroll my Children in summer Class to enhance their reading and Numerical Skills	1.95	Less involved
Average Mean	1.65	No involved

Legend: 4.00 – 3.26 (Very Involved) 3.25–2.56 (High Involved) 2–1.76.5 (less involved) 1.75–1.0 (No involved)

Table 3 shows the extent of parental involvement in students' academic performance specifically in the area of Academic Support. Data were analyzed using weighted mean, with corresponding descriptions based on a set scale. Among the five listed indicators, the highest-rated statements are: "I review my children's quarterly examination results and provide guidance in subjects where they received low scores" and "I enroll my children in summer class to enhance their reading and numerical skills", both obtaining a mean score of 1.95, which is interpreted as "Less Involved." This suggests that while some parents take initiative in providing academic support during critical periods such as exams or summer breaks, the level of engagement still falls short of the expected standard of involvement.

In contrast, the lowest-rated item is: "I have hired a tutor due to a public/government school set up to help my children improve their academic performance", which recorded a mean of 1.22, interpreted as "No Involved." This implies that very few parents seek external tutoring support, which may be attributed to financial challenges, lack of awareness, or limited access to such services.

The overall average weighted mean is 1.65, which falls within the "No Involved" category. This overall result indicates that parental involvement in providing academic support is generally minimal. Despite a few efforts in certain areas, parents are not consistently or actively participating in reinforcing their children's academic progress through home-based assistance or supplementary learning opportunities.

According to study of Affuso (2022) The study aims to investigate the contribution of teacher support and parental monitoring to academic performance over three years, testing the mediating role of self-determined motivation and academic self-efficacy and establishing whether the role of self-determined motivation and academic self-efficacy and establishing whether the role of teachers and parents varies over time. In addition, according to Anthony (2023) Researcher have found that when parents take an active role in their child's education it tends to lead to better academic performance and greater likelihood of simulating as well as sustaining student's interest in school and are more likely to achieve academic success. According to Musengamana (2023) Epstein's model categorize involvement into home-based (e.g., homework assistance), school-based (e.g., Participation in school activities), and community-based involvement. Home learning activities and Family-school communication are strongly linked to better academic results. Conversely, strict parenting styles and excessively high expectations negatively affects students' performance. In related studies according to Iswan (2023) Direct tutoring by the parents has been shown to have a

significant positive impact on students learning achievement, with correlation coefficient indicating a strong relationship between parental tutoring and academic success.

The findings in Table 3 reveal a low level of parental involvement in academic support. While there are isolated efforts in reviewing academic performance and enrolling children in enhancement programs, the majority of parents do not actively engage in day-to-day academic reinforcement. This trend may hinder students' academic growth and highlights the importance of promoting greater parental awareness and participation in educational support systems.

B. Problem No. 2. What is the Student's Academic Performance?

Table 4
Student's academic performance

Statements	Mean	Description
Student's Academic Performance	78.81	Fairly Satisfactory

Legend: 4.00 – 3.26 (Very Involved) 3.25–2.56 (High Involved) 2–1.76.5 (less involved) 1.75–1.0 (No involved)

Table 4 presents the academic performance of the students based on the computed mean score. As shown in the table, the students obtained a mean of 78.81, which falls under the "Fairly Satisfactory" category based on the given legend. According to the interpretation scale, a score ranging from 75 to 79 is described as Fairly Satisfactory, indicating that the academic performance of the students, while acceptable, still requires improvement.

This result suggests that the learners have achieved a basic level of understanding of the competencies but may benefit from further support and interventions to reach higher academic standards. The data implies a need for strategic instructional enhancement and targeted remediation to help students improve their performance and move toward the satisfactory or very satisfactory levels.

According to Kumar (2021) the concept of Academic Performance can be defined in terms of gaining knowledge; acquiring skills and competencies securing high grades and similar academic achievements securing a progressive career and intention and persistence towards education. On the other hand Calib-og(2023) Stated Parents are involved in their Children's school life, But this does not seem to have a significant correlation between parental involvement and grades indicates that parents effort are not always reflected in their children's performance In contrary Mwila (2024) Parental participation supports children mental, ethical and social development. Which is crucial for attaining life goals.

According to Choudhuri (2017) Parental home based and school base involvement have also been positively related to academic performance with some inconsistency. One on the

Table 5
Relationship between the extent of parental involvement in student's academic performance

		Parental Involvement	Student's Academic
Parental Involvement	Pearson Correlation	1	-.026
	Sig. (2-tailed)		.823
	N	74	74
Student's Academic	Pearson Correlation	-.026	1
	Sig. (2-tailed)	.823	
	N	74	74

Table 6
Significant difference in the extent of parental involvement when variables are categorized according to age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.193	3	.064	.547	.652
Within Groups	8.249	70	.118		
Total	8.442	73			

Table 7
Significant difference in the extent of parental involvement when variables are categorized according to gender

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.061	1	.061	.524	.471
Within Groups	8.381	72	.116		
Total	8.442	73			

Table 8
Significant difference in the extent of parental involvement when variables are categorized according to family income

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.000	1	.000	.001	.973
Within Groups	8.442	72	.117		
Total	8.442	73			

other hand parental expectations for their child educational attainment have the strongest impact on the academic performance.

C. Problem No. 3 Is there a Significant Relationship Between the Extent of Parental Involvement in Student's Academic Performance?

As shown in Table 5, the correlation coefficient indicates a very weak negative relationship between parental involvement and students' academic performance. However, the obtained p-value (0.823) is greater than the significance level of 0.05, suggesting that the correlation is not statistically significant.

The findings indicate that there is no significant relationship between parental involvement and students' academic performance ($r = -0.026$, $p = 0.823$). This suggests that the level of parental involvement, as measured in this study, does not have a measurable impact on the academic outcomes of students. The near-zero correlation further implies that variations in parental involvement are not linearly associated with changes in academic performance. Therefore, the null hypothesis—which states that there is no significant relationship between the two variables—is retained.

These results may suggest that other factors, such as teaching quality, student motivation, or socio-economic status, might play a more prominent role in influencing students' academic success. Further research is recommended to explore these other contributing variables.

D. Problem 4 Is there a Significant Difference in the Extent of Parental Involvement when Variables are Categorized According to Age, Socio Economic Background, Educational Background, Gender?

The table 6 A one-way Analysis of Variance (ANOVA) was conducted to determine whether there is a significant difference

in the extent of parental involvement when respondents are grouped according to age. The results show that the F-value is 0.547 with a corresponding p-value of 0.652. This p-value is greater than the 0.05 level of significance, indicating that the differences in mean parental involvement across the different age groups are not statistically significant. The analysis reveals that there is no significant difference in the extent of parental involvement when categorized according to age ($F = 0.547$, $p = 0.652$). This implies that parental involvement levels are generally consistent regardless of the age category of the respondents.

As the p-value exceeds 0.05, the null hypothesis—which states that there is no significant difference in parental involvement across age groups—is accepted. The results suggest that age, as an independent variable, does not significantly influence the level of parental involvement in this study's population.

The table 7 show A one-way Analysis of Variance (ANOVA) was conducted to determine whether there is a significant difference in the extent of parental involvement when participants are grouped according to gender. The results show an F-value of 0.524 and a p-value (Sig.) of 0.471. Since the p-value is greater than the 0.05 level of significance, the result is not statistically significant.

The findings indicate that there is no significant difference in the extent of parental involvement based on gender ($F = 0.524$, $p = 0.471$). This means that male and female participants do not differ significantly in terms of how involved they are in their children's academic activities, based on the data gathered in this study.

As the p-value is above 0.05, we accept the null hypothesis, which states that there is no significant difference in parental involvement between genders. This suggests that gender is not

Table 9
Significant difference in the extent of parental involvement when variables are categorized according to educational background

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.279	3	.093	.799	.499
Within Groups	8.162	70	.117		
Total	8.442	73			

a determining factor in the level of parental involvement among the respondents. The results are consistent with the idea that both male and female parents may exhibit similar patterns of involvement, possibly due to shared responsibilities or societal changes in parenting roles.

The table 8 shows A one-way Analysis of Variance (ANOVA) was conducted to determine whether there is a significant difference in the extent of parental involvement when respondents are grouped according to family income. The analysis revealed an F-value of 0.001 with a corresponding p-value (Sig.) of 0.973. This value is significantly greater than the 0.05 level of significance, indicating that there is no statistically significant difference in parental involvement across different levels of family income

The results show that there is no significant difference in the extent of parental involvement when categorized according to family income ($F = 0.001$, $p = 0.973$). This suggests that parental involvement does not vary meaningfully based on the income level of the family.

Since the p-value exceeds 0.05, the null hypothesis is accepted, meaning that differences in family income do not result in statistically significant differences in how parents participate in their children's education, at least within the context of this study.

This finding implies that regardless of financial standing, parents may be equally inclined to be involved in their children's academic life. It may also suggest that factors other than income—such as parental values, school support systems, or cultural norms—play a more influential role in shaping parental involvement.

The table 9 shows A one-way Analysis of Variance (ANOVA) was conducted to determine whether the extent of parental involvement differs significantly when participants are grouped according to their educational background. The test yielded an F-value of 0.799 and a p-value (Sig.) of 0.499. Since the p-value is greater than the 0.05 significance level, the difference in parental involvement across educational backgrounds is not statistically significant.

The findings suggest that there is no significant difference in the extent of parental involvement when categorized by educational background ($F = 0.799$, $p = 0.499$). This indicates that the level of education attained by parents does not significantly influence their involvement in their children's academic activities.

As the p-value exceeds the 0.05 threshold, we accept the null hypothesis, which posits that there is no significant difference in parental involvement across varying levels of educational attainment. Therefore, educational background does not appear to be a determining factor in the extent of parental involvement in this study.

This result could imply that parents, regardless of educational level, value and engage in their children's education in

relatively equal measure. It is possible that other contextual or motivational factors are more influential in determining parental engagement.

6. Conclusion

Based on the findings derived from the study, the following conclusion were drawn:

Parental involvement in rural school settings remains limited, particularly in terms of active school participation, provision of learning resources, and academic support. Despite a few pockets of engagement, the general trend reflects minimal participation in students' academic journeys.

Students in the study achieved a Fairly Satisfactory level of academic performance, suggesting a foundational understanding of academic competencies but also a need for enhanced support—both at home and in school—to help them reach higher standards.

There is no statistically significant relationship between parental involvement and academic performance based on the variables measured. While this may suggest other influencing factors such as school quality, student motivation, or socio-economic challenges, it does not diminish the potential qualitative benefits of parental involvement on students' holistic development.

Demographic factors do not significantly affect parental involvement, implying that issues of limited engagement may stem from broader structural or cultural barriers, rather than individual traits such as age, gender, or education.

7. Recommendations

Based on the conclusion of the study, the researcher recommends the following:

1. *Teachers:* should build open communication with parents by offering regular updates and simple tips to support learning at home. Encouraging even small involvement, like helping with reading or checking assignments, can make a meaningful difference in student performance.
2. *School:* should strengthen parent engagement programs by initiating targeted outreach efforts, such as home visits, community meetings, or flexible PTA schedules, to accommodate rural parents' time and economic constraints.
3. *School administrators:* should allocate resources and support mechanisms to improve home-school collaboration, especially in rural areas where logistical and financial barriers may impede active parental participation.
4. *Future Researchers:* Since the study found no significant link between parental involvement and academic performance, future studies may explore

other factors such as student motivation or teacher support. A combination of surveys and interviews may offer deeper insights into how parents influence learning beyond grades.

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