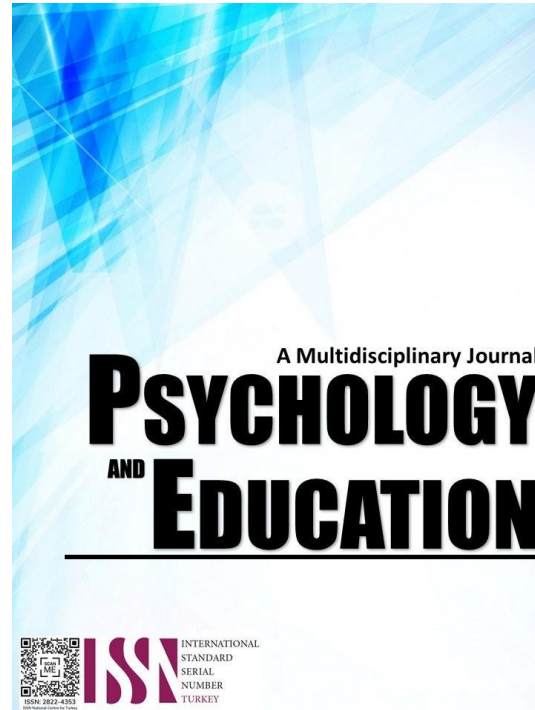


# PARENTAL INVOLVEMENT IN SCHOOL DECISION-MAKING CORRELATES TO ACADEMIC ACHIEVEMENT OF STUDENTS



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## Parental Involvement in School Decision-Making Correlates to Academic Achievement of Students

Shiela Marie N. Cauad\*

For affiliations and correspondence, see the last page.

### Abstract

This study aimed to assess the Parental Involvement in School Decision-Making correlates to Academic Achievement of Students in Sto. Niño Integrated School during the School Year 2023- 2024. The respondents of the study were the parents of grade 9 students. The researcher assessed the level of Parental Involvement in School Decision-Making in terms of student engagement, parental supports academic achievements and parent-teacher communication. The quantitative method of research design was utilized for the present study. In addition to this, the survey questionnaire was used as part of the data gathering process for the present research. The researcher concluded that level of parental involvement that was shown by the respondents of the study with regards to the school's decision-making aspect was concerned more on the welfare and continuous improvement of the learning of their children as well as maintaining a good and open communication with their children's teachers to closely monitor their child's progress and other academic-related concerns determined and that the improved academic achievement of the learners had been significantly impacted by the quality level of parental involvement of parents to the school decision-making aspect of the learning of their children. It is recommended for students to continuously support different programs that will be initiated and developed by their school for their parents in order to ensure their parents' continued involvement in the different aspects of their school's decision-making system or process. The researcher recommended that school administrators should develop different programs or initiatives that will regularly involve parents and also to encourage their participation in school-related decision-making processes; and that parents should continuously allot a time and attention in establishing a good parent-teacher relationship and communication as well as to maintain their participation or involvement in different school-related decision-making aspects.

**Keywords:** *parent, involvement, school, decision, achievement*

### Introduction

Education stands as the cornerstone of individual empowerment and societal progress, serving as a transformative force that shapes the destinies of students and societies alike. At its core, education not only imparts knowledge and skills but also instills values, cultivates critical thinking, and fosters personal growth. For students, education represents a gateway to opportunity, offering pathways to personal fulfillment, economic prosperity, and social mobility. In this journey toward educational enlightenment, parents emerge as crucial navigators, wielding profound influence in shaping their children's educational trajectories.

Amidst the transformative landscape of education, parents emerge as steadfast guardians and nurturing guides, instrumental in shaping their children's educational journeys. As the first educators in their children's lives, parents lay the groundwork for learning, fostering a supportive environment that values curiosity, inquiry, and lifelong learning. Beyond the confines of the home, parents serve as advocates and allies in their children's educational endeavors, forging partnerships with educators and school communities to ensure their children receive quality education. Moreover, parents play a pivotal role in instilling values and nurturing character development, imparting essential lessons of integrity, empathy, and resilience that transcend the academic realm. Their unwavering support and encouragement serve as a beacon of hope and inspiration, empowering students to overcome challenges and strive for excellence in their educational pursuits. As active participants in their children's educational journey, parents contribute not only to academic success but also to the holistic development of their children, fostering a strong foundation for lifelong learning and personal growth.

In essence, the partnership between students and parents forms the bedrock of educational success, embodying a symbiotic relationship grounded in mutual support, shared aspirations, and collective empowerment. As students navigate the dynamic landscape of education, guided by the unwavering support of their parents, they embark on a transformative journey toward enlightenment, empowerment, and endless possibilities.

In a more sensible outlay, parental involvement in school decision-making is a critical factor in promoting student success. A growing body of research has demonstrated the positive impact of parental involvement on student outcomes, including academic achievement, attendance, and behavior. Parental involvement can also contribute to improved school climate and stronger parent-teacher relationships. Several recent studies have explored the various forms and mechanisms of parental involvement in school decision-making. Sun and Chen (2022) found that parental involvement in school governance committees was associated with higher student achievement. Similarly, Gándara, Rury, Suárez, and Lee (2021) found that parent involvement in school leadership teams was associated with improved school climate. These studies suggest that parental involvement can have a direct impact on school-level outcomes. Other studies have examined the role of parental involvement in specific decision-making processes. For example, Fan, Zhu, and Graham (2020) found that parental involvement in curriculum development was associated with increased student engagement and motivation. Similarly, Davis and Darling-Hammond (2019) found that parental involvement in school budget decisions was associated

with more equitable resource allocation. These studies suggest that parental involvement can lead to more informed and effective decision-making in schools. The reviewed studies provide strong evidence of the positive impact of parental involvement in school decision-making. Parental involvement can take many forms, but it is clear that parents can play a meaningful role in shaping their child's education. Schools should continue to develop strategies to foster parental involvement in all aspects of school life.

In the Philippine setting, where familial ties are deeply ingrained and parental roles are traditionally highly regarded, understanding the dynamics of parental involvement in school decision-making and its impact on secondary school students' outcomes is of paramount importance. As the K–12 program is put into place and the education system goes through changes and challenges, it becomes more important to look into the link between parental involvement and academic success.

### Research Questions

This study aimed to assess the Parental Involvement in School Decision- Making correlates to Academic Achievement of Students. Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1. Age;
  - 1.2. Sex, and
  - 1.3. Educational Attainment?
2. What is the level of Parental Involvement in School Decision-Making in terms of:
  - 2.1. student engagement
  - 2.2. parental supports
  - 2.3. academic achievements
  - 2.4. parent-teacher communication
3. What is the academic achievement of learners during the school year 2023-2024?
4. Is there a significant difference in the Parental Involvement in School Decision- Making when grouped according to their profile?
5. Is there a significant relationship between the Parental Involvement in School Decision-Making and Academic Achievement of students?
6. Based on the results of the study, what action plan maybe proposed?

### Methodology

#### Research Design

This study utilized the descriptive research method, which involves doing a thorough investigation to gather factual information and interpreting the findings accurately and precisely.

According to McCombes (2019) in her article on descriptive-survey research, descriptive research aims to describe a population, situation, or phenomenon accurately and systematically.

In this study, the descriptive method was applied in the discussion and analysis of the Parental Involvement in School Decision-Making correlates to Academic Achievement of Students.

#### Respondents

The study utilized simple random sampling. Simple random sampling is a type of probability sampling in which a researcher randomly selects a subset of participants from a known population (Taherdoost, 2019). To get the sample size of the parents who participated in the study, the researcher used the Raosoft calculator with a 95% confidence level and a 5% margin of error.

The respondents of the study are the parents of grade 9 students of Sto. Nino Integrated National High School in Tanay District, Division of Rizal during the school year 2023-2024. Out of 90 grade 9 parents, only 74 were the respondents to the study using Raosoft calculator.

#### Instrument

The instrument that was used for the study was the survey questionnaire. The survey questionnaire is usually composed of a set or group of questions that are related to or based on the problem statement of the research. In this paper, the survey questionnaire was composed of three parts: the first part for the demographic profile of the respondents, the second part for the level of Parental Involvement in School Decision-Making and the third part was academic achievement of grade 9 students.

#### Procedure

The researcher asked permission from the Schools Division Superintendent of Rizal. Upon the approval of the superintendent, the researcher was also requested permission from the principal of Sto. Nino Integrated School in Tanay District. The researcher selected these individuals and send them a letter requesting their consent to participate in the survey. The survey questionnaire will then be

distributed to them for completion. The letter will additionally provide a guarantee of their privacy and confidentiality, assuring them that their comments will solely be utilized for the study's intended purpose. The prospective participants will also have the prerogative to decline or reject participation without providing any specific justification to the researcher.

Once the target respondents have agreed to participate, the researcher will coordinate a certain time or schedule during which the respondents will be able to complete the survey questionnaire and conduct the interview. After the questionnaire has been answered, it was collected, and the researcher will commence the data analysis process. This stage will involve the aggregation of responses and their statistical analysis using several specified statistical tools. Following this procedure, the presentation of the obtained results involved creating a table to display the data, along with providing a written interpretation and analysis.

### Data Analysis

The following statistical tools were used in the treatment and analysis of the data.

Percentage. The percentage was used to compute and present the demographic profile of the respondents.

Frequency Count. Like the percentage, the frequency count was used to compute and present the demographic profile of the respondents of the study.

Weighted Mean. In this study, the weighted mean was utilized to compute for the level of Parental Involvement in School Decision-Making

T-Test/ANOVA. This tool was used to determine the significant difference in the level of Parental Involvement in School Decision-Making when grouped according to demographic profile.

Person R- This tool was used to determine the significant relationship between the level of Parental Involvement in School Decision-Making and the academic achievement of students.

## Results and Discussion

This section presents the analyzed and interpreted findings based on the specific problems and hypotheses that were formulated at the beginning of the study.

### Statement of the Problem #1

#### Sub-Problem 1: What is the profile of the respondents in terms of age?

The following table presented the percentage and frequency distribution of the respondents in terms of their age:

Table 1. *Frequency and Percentage Distribution of the Respondents in Terms of Age*

AGE	FREQUENCY	PERCENTAGE
31 - 35 years old	30	40.5
36 - 40 years old	27	36.5
41 years old and above	17	23.0
<b>TOTAL</b>	<b>74</b>	<b>100.0%</b>

Based from the findings presented in Table 1, with regards to the age of the respondents, majority of them are aged 31-35 years old with 30 respondents or equivalent to 40.5% as compared to those aged 41 years old and above with only 17 respondents or about 23% of the total number of respondents included in the study. This interprets that most of the parents are in their early 30s and can be considered to be averagely young parents.

In fact, according to the work of Love et al. (2017) it was noted that parents consider the chance to participate in educational decision-making as significant, but they recognize that it can lead to considerable stress owing to bureaucratic processes and conflicts with schools. Additionally, parents' own experiences and characteristics may also influence their decisions.

#### Sub-Problem 2: What is the profile of the respondents in terms of gender?

The following table presented the percentage and frequency distribution of the respondents in terms of their gender:

As for the gender of the respondents, it can be seen that most of them are female with 47 respondents or equivalent to 63.5% as compared to their male counterparts with only 27 respondents or about 36.5% of the total number of respondents included in the study. This interprets that there are more female parents who had willingly participated and are also becoming involved in school-related decision-making processes.

Table 2. *Frequency and Percentage Distribution of the Respondents in Terms of Sex*

SEX	FREQUENCY	PERCENTAGE
Male	27	36.5
Female	47	63.5
<b>TOTAL</b>	<b>74</b>	<b>100.0%</b>

According to Ruzbarska et al. (2021) it was cited that several research indicate that fathers have a more significant influence on their children's movement patterns compared to mums. Fathers play a more influential role in fostering healthy lives in their sons compared to their daughters, for instance in terms of their education. Previous researches have confirmed that role modelling by parents in same-sex parent-child dyads may have a greater beneficial influence on teenagers' behaviors compared to opposite-sex parent-child dyads or dynamics.

### Sub-Problem 3: What is the profile of the respondents in terms of educational attainment?

The following table presented the percentage and frequency distribution of the respondents in terms of their educational attainment:

Table 3. *Frequency and Percentage Distribution of the Respondents in Terms of Educational Attainment*

EDUCATIONAL ATTAINMENT	FREQUENCY	PERCENTAGE
Elementary Graduate	8	10.8
High School Graduate	34	45.9
College Graduate	31	41.9
Postgraduate	1	1.4
<b>TOTAL</b>	<b>74</b>	<b>100.0%</b>

Based from the findings shown in Table 3, with regards to the educational attainment of the parents, most of them are high school graduate with 34 respondents or equivalent to 45.9% as compared to those who have postgraduate degree with only 1 respondent or about 1.4% of the total number of respondents included in the study. As such, this interprets that most of the parents obtained high school and college educational level.

The educational attainment of parents has a substantial impact on students' academic achievement in school and also, the educational attainment of parents has a direct impact on the academic achievement of students, as parents with higher levels of education are more likely to offer superior support and guidance to their children. In addition to this, it was also noted that the level of parental education directly correlates with the level of assistance a student receives in pursuing a similar academic objective. Conversely, parents without a college education generally have limited firsthand understanding of the economic and social advantages that come with obtaining a higher education and also lowers their tendency in becoming more involved with the decision-making regarding the education of their children (Idris et al. 2020).

### Statement of the Problem #2

#### Sub-Problem 1: What is the level of parental involvement in school decision-making in terms of student engagement?

As shown in the findings presented in Table 4, with regards to the weighted mean of the level of parental involvement in school decision-making in terms of student engagement, the indicator "I frequently communicate with my child's teachers about my child's progress, concerns, or participation" had the highest obtained weighted mean of 3.81 and verbally interpreted as Highly Evident. On the other hand, the indicators "I engage in different discussions about curriculum changes, extracurricular activities, and student support programs" and "I regularly volunteer in classroom activities, participate in school events, or offer support to libraries or administrative offices" had the lowest means of 3.24 and interpreted as Evident. The overall weighted mean for student engagement was 3.27 and verbally interpreted also as Evident. As such, this interprets that student engagement is continuously being enhanced by parental involvement by means of communicating regularly by the parents with their child's teacher to better discuss progress and any areas of concern that needs immediate addressing.

As such, the research of Evan (2022) indicated that parental involvement has a good influence on student engagement, leading to enhanced academic results. The impact of parental involvement on students' academic pursuits may vary depending on their age, with younger students potentially experiencing more benefits from direct engagement with their parents. Positive perception of parental involvement by students can create a supportive learning environment, boost motivation, and promote a sense of belonging. As students advance through several school levels, the type of parental participation may change, which might impact their degree of engagement



and academic achievement.

The following table presented the weighted mean of the level of parental involvement in school decision-making in terms of student engagement:

Table 4. *Weighted Mean of the Level of Parental Involvement in School Decision-Making in Terms of Student Engagement*

STUDENT ENGAGEMENT	MEAN	VI	RANK
I always attend school meetings, conferences, and communication channels used by the school.	3.35	Evident	2
I engage in different discussions about curriculum changes, extracurricular activities, and student support programs	3.24	Evident	4
I help my children with their homework, discuss their schoolwork regularly, or create a study-friendly environment for them at home	3.30	Evident	3
I frequently communicate with my child's teachers about my child's progress, concerns, or participation.	3.81	Highly Evident	1
I regularly volunteer in classroom activities, participate in school events, or offer support to libraries or administrative offices.	3.24	Evident	4
<b>OVERALL WEIGHTED MEAN</b>	<b>3.27</b>	<b>EVIDENT</b>	

Legend: 3.50–4.00 – Highly Evident | 2.50–3.49 – Evident | 1.50–2.49 – Moderately Evident | 1.00–1.49 – Not Evident

**Sub-Problem 2: What is the level of parental involvement in school decision-making in terms of parental supports?**

The following table presented the weighted mean of the level of parental involvement in school decision-making in terms of parental supports:

Table 5. *Weighted Mean of the Level of Parental Involvement in School Decision-Making in Terms of Parental Supports*

PARENTAL SUPPORTS	MEAN	VI	RANK
I provide a dedicated study space with minimal distractions, fostering a positive learning environment.	3.36	Evident	2
I provide my child with the necessary learning materials beyond textbooks, like educational games or online resources, potentially facilitated by parents.	3.23	Evident	4
I clearly communicate my academic expectations to my children, promoting goal setting and motivation.	3.34	Evident	3
I encourage celebrating academic achievements of my children and offer encouragement during challenges, demonstrating supportive behavior.	3.73	Highly Evident	1
I engage in activities like reading or discussing current events to my child, setting an example of lifelong learning.	3.16	Evident	5
<b>OVERALL WEIGHTED MEAN</b>	<b>3.26</b>	<b>EVIDENT</b>	

Legend: 3.50–4.00 – Highly Evident | 2.50–3.49 – Evident | 1.50–2.49 – Moderately Evident | 1.00–1.49 – Not Evident

As shown in the findings presented in Table 5, with regards to the weighted mean of the level of parental involvement in school decision-making in terms of parental supports, the indicator “I encourage celebrating academic achievements of my children and offer

encouragement during challenges, demonstrating supportive behavior” had the highest mean of 3.73 and verbally interpreted as Highly Evident while the indicator “I engage in activities like reading or discussing current events to my child, setting an example of lifelong learning” had the lowest mean obtained of 3.16 and interpreted as Evident.

The overall weighted mean for parental supports was 3.26 and verbally interpreted as well as Evident. This interprets that parental support is also being highly influenced by parental involvement by means of showing support in terms of celebrating small wins which they deemed as a motivating factor for them to keep up with the challenges in studying.

It is well acknowledged that in order for students to fully realize their potential in education, they require the complete backing of their parents. Efforts to increase parental participation in education are a priority for governments, administrations, educators, and parents' organizations in several locations such as in North America, Australasia, continental Europe, Scandinavia, and the UK.

Parents are expected to contribute not only to their own children's success, but also to the overall improvement of schools and the establishment of democratic school government. Parental participation encompasses a range of actions, including fostering positive parenting at home, supporting children with their schooling, engaging with instructors, and participating in school governance (Desforges et.al. 2020).

### Sub-Problem 3: What is the level of parental involvement in school decision-making in terms of academic achievements?

Further, as shown in the findings presented in Table 6, with regards to the weighted mean of the level of parental involvement in school decision-making in terms of academic achievement, the indicator “I value the teacher’s feedback on my child’s participation level, knowledge retention, or overall academic progress that might be influenced by my parental involvement” had the highest obtained mean of 3.91 and interpreted as Highly Evident while the indicator “I track my child’s grades and standardized test scores that can indirectly reflect the impact of my parental support on their academic mastery” had the lowest weighted mean of 3.20 and verbally interpreted as Evident.

The following table presented the weighted mean of the level of parental involvement in school decision-making in terms of academic achievements:

Table 6. *Weighted Mean of the Level of Parental Involvement in School Decision-Making in Terms of Academic Achievements*

ACADEMIC ACHIEVEMENTS	MEAN	VI	RANK
I track my child's grades and standardized test scores that can indirectly reflect the impact of my parental support on their academic mastery.	3.20	Evident	5
I track and rate my child's completed homework assignments and projects on time that potentially indicate my parental involvement in keeping my children on track.	3.23	Evident	4
I encourage changes or modifications in my child's study habits, like increased organization or time management that could be linked to my parental guidance.	3.61	Highly Evident	3
I value the teacher's feedback on my child's participation level, knowledge retention, or overall academic progress that might be influenced by my parental involvement.	3.91	Highly Evident	1
I encourage my child to explore further education options, suggesting parental guidance towards academic goals.	3.62	Highly Evident	2
<b>OVERALL WEIGHTED MEAN</b>	<b>3.59</b>	<b>HIGHLY EVIDENT</b>	

Legend: 3.50–4.00 – Highly Evident | 2.50–3.49 – Evident | 1.50–2.49 – Moderately Evident | 1.00–1.49 – Not Evident

The overall weighted mean for academic achievement was 3.59 and interpreted as Highly Evident. This interprets that most of the parents are taking in great consideration or valuing the feedback of teachers and using that as basis or reference in making or initiating improvements in their child’s academic performance and progress.

In relation to this, Lara and Saracostti (2019) stated that parental involvement in school has been proven to be a crucial determinant of children's academic achievements. The results indicated that children whose parents have less involvement have worse academic accomplishment compared to children whose parents have higher levels of involvement.

Moreover, according to the study of Singh and Mahajan (2021), they examined the impact of parental engagement on the scholastic performance of high school children, taking into account their gender and place of residence. The study revealed that the average scores of the boys' sample were superior to those of the girls. Consequently, it can be inferred that there is a considerable disparity in academic achievement between rural and urban male and female senior secondary pupils.

#### Sub-Problem 4: What is the level of parental involvement in school decision-making in terms of parent-teacher communication?

The following table presented the weighted mean of the level of parental involvement in school decision-making in terms of parent-teacher communication:

Table 7. *Weighted Mean of the Level of Parental Involvement in School Decision-Making in Terms of Parent-Teacher Communication*

PARENT-TEACHER COMMUNICATION	MEAN	VI	RANK
I ensure to follow scheduled parent-teacher conferences to indicate my interest in receiving detailed academic feedback about my child.	3.64	Highly Evident	3
I proactively reach out to my child's teachers via phone calls, or in-person meetings to discuss my child's progress or other specific concerns.	3.23	Evident	5
I provide fast and consistent response to my child's teacher's messages or requests for additional support at home.	3.68	Highly Evident	2
I value my interactions and discussions with my child's teachers that are focused on academic strategies or learning goals suggested for collaborative approach.	3.93	Highly Evident	1
I always maintain a positive and respectful tone during communication with my child's teachers, fostering a productive partnership with them.	3.50	Highly Evident	4
<b>OVERALL WEIGHTED MEAN</b>	<b>3.57</b>	<b>HIGHLY EVIDENT</b>	

Legend: 3.50-4.00 – Highly Evident | 2.50-3.49 – Evident | 1.50-2.49 – Moderately Evident | 1.00-1.49 – Not Evident

Finally, as shown in the findings presented in Table 7, with regards to the weighted mean of the level of parental involvement in school decision-making in terms of parent-teacher communication, the indicator “I value my interactions and discussions with my child’s teachers that are focused on academic strategies or learning goals suggested for collaborative approach” had the highest weighted mean of 3.93 and interpreted as Highly Evident. On the other hand, the indicator “I proactively reach out to my child’s teachers via phone calls, or in-person meetings to discuss my child’s progress or other specific concerns” had the lowest mean obtained of 3.23 and verbally interpreted as Evident. The overall mean for parent-teacher communication was 3.57 and interpreted as Highly Evident.

This interprets that parent and teacher communication is mostly being enhanced by means of the parents recognizing the importance of the interaction and various discussions that they are having with their child’s teachers and the outcome they gained from such interactions.

Several researches had repeatedly showed that when parents are actively involved in their child's education, it has a beneficial impact on the child's academic success. The study found a strong and statistically significant relationship between parental involvement and academic performance, independent of a child's intellect. The association between parent involvement and a child's score on a standardized achievement test was completely influenced by the child's perception of their own cognitive abilities, as indicated by a multiple mediation model and the relationship between parent involvement and teacher assessments of a child's academic achievement in the classroom was completely influenced by the quality of the connection between the student and teacher (Topor, 2018).

#### Statement of the Problem #3

##### Sub-Problem: What is the academic achievement of learners during the School Year 2023-2024?

The following table presented the percentage and frequency distribution of the respondents in terms of their academic achievement of learners during the School Year 2023-2024:

Table 8. *Academic Achievement of Learners during the School Year 2023-2024*

LEVEL	FREQUENCY	PERCENTAGE
Fairly Satisfactory(75-79)	4	5.4
Satisfactory(80-84)	16	21.6
Very Satisfactory(85-89)	44	59.5
Outstanding(90-100)	10	13.5
<b>TOTAL</b>	<b>74</b>	<b>100.0%</b>

Based from the findings shown in Table 8, with regards to the academic achievement of learners during the School Year 2023-2024. It shows that the majority of them have a grade of 85 to 89 in academic performance during the school year 2023-2024. This shows that students have a good academic performance in all learning areas.

In relation to these gathered findings, the objective of the study conducted by Yulianti et. al (2018) was to obtain a comprehensive understanding of the extent to which Indonesian parents are engaged in their children's education and the impact of this involvement on their children's academic performance. Engaging in parenting and home-based learning has a beneficial impact on students' proficiency in the Indonesian language. Surprisingly, greater participation in decision making and working together with the community were found to have a negative correlation with students' performance in mathematics and Indonesian language.

#### Statement of the Problem #4

##### Sub-Problem 1: Is there a significant difference in the level of parental involvement in school decision-making when grouped according to age?

The following table presented the significant difference in the level of parental involvement in school decision-making when grouped according to age:

Table 9. *Significant Difference in the Level of Parental Involvement in School Decision-Making and Age*

	LEVEL	ANOVA	SIG.	DECISION	INTERPRETATION
<b>Age</b>	Engagement	0.441	0.645	Accept $H_0$	Not Significant
	Supports	0.393	0.676	Accept $H_0$	Not Significant
	Achievement	3.466	0.037	Reject $H_0$	Significant
	Communication	0.289	0.750	Accept $H_0$	Not Significant

As shown in the findings presented in Table 9, with regards to the significant difference in the level of parental involvement in school decision-making when grouped according to age, it showed that only in terms of academic achievement age showed a significant difference of 0.037 and thus proceeded to reject the null hypothesis of the indicated variables of the study. Further, this interprets that the age of the parents tends to have an impact or influence on the improvement of the academic achievement of their children.

##### Sub-Problem 2: Is there a significant difference in the level of parental involvement in school decision-making when grouped according to gender?

The following table presented the significant difference in the level of parental involvement in school decision-making when grouped according to gender:

Table 10. *Significant Difference in the Level of Parental Involvement in School Decision-Making and Sex*

	LEVEL	ANOVA	SIG.	DECISION	INTERPRETATION
<b>Gender</b>	Engagement	0.487	0.487	Accept $H_0$	Not Significant
	Supports	0.001	0.971	Accept $H_0$	Not Significant
	Achievement	0.262	0.610	Accept $H_0$	Not Significant
	Communication	0.408	0.525	Accept $H_0$	Not Significant

Moreover, as shown in the findings presented in Table 10, with regards to the significant difference in the level of parental involvement in school decision-making when grouped according to gender, it showed that all levels of parental involvement showed no significant difference and thus proceeded to accept the null hypothesis of no significant difference found among the indicated or stated variables of the study.

As such, this further interprets that the gender of the parents tends to show no impact on the effects and practices of their parental involvement in their children's school decision-making aspect.

##### Sub-Problem 3: Is there a significant difference in the level of parental involvement in school decision-making when grouped according to educational attainment?

The following table presented the significant difference in the level of parental involvement in school decision-making when grouped according to educational attainment:

Table 11. *Significant Difference in the Level of Parental Involvement in School Decision-Making and Educational Attainment*

	LEVEL	ANOVA	SIG.	DECISION	INTERPRETATION
<b>Educ.</b>	Engagement	0.349	0.790	Accept $H_0$	Not Significant
	Supports	0.239	0.869	Accept $H_0$	Not Significant
	Achievement	0.237	0.870	Accept $H_0$	Not Significant
	Communication	0.680	0.567	Accept $H_0$	Not Significant

Finally, as shown in the findings presented in Table 11, with regards to the significant difference in the level of parental involvement in school decision-making when grouped according to educational attainment, it showed that all levels of parental involvement showed no significant difference and thus proceeded to accept the null hypothesis of no significant difference found among the indicated or stated variables of the study. With this particular finding, it interprets that regardless of the educational attainment obtained by the parents, this tends to have no impact or influence on the differences of their level of parental involvement in relation to their child's school decision-making.

### Statement of the Problem #5

#### Sub-Problem: Is there a significant relationship between the parental involvement in school decision-making and the academic achievement of the learners?

The following table presented the significant relationship between the parental involvement in school decision-making and the academic achievement of the learners:

Table 12. *Significant Relationship between the Parental Involvement and Academic Achievement of Learners*

	LEVEL	CHI-SQUARE	SIG.	DECISION	INTERPRETATION
<b>Academic Achievement</b>	Engagement	0.750	0.861	Accept H <sub>0</sub>	Not Significant
	Supports	4.228	0.238	Accept H <sub>0</sub>	Not Significant
	Achievement	21.178	0.000	Reject H <sub>0</sub>	Significant
	Communication	3.383	0.336	Accept H <sub>0</sub>	Not Significant

Finally, with regards to the results shown in Table 12, for the significant relationship between the parental involvement in school decision-making and the academic achievement of the learners, it showed that only in terms of academic achievement showed a significant relationship of 0.000 and thus proceeded to reject the null hypothesis of no significant relationship found between the stated variables. In addition to this, the said findings interprets that the impact of parental involvement to the academic achievement of students tend to also be manifested through the academic achievement of the learners.

### Conclusions

Based on the findings of the study, the following conclusions were drawn:

It can be concluded that most of the parents who served as respondents of the study are relatively average young, obtained a high school degree and are also mostly female.

The level of parental involvement that was shown by the respondents of the study with regards to the school's decision-making aspect was concerned more on the welfare and continuous improvement of the learning of their children as well as maintaining a good and open communication with their children's teachers to closely monitor their child's progress and other academic-related concerns determined.

As such, it can also be concluded that the improved academic achievement of the learners had been significantly impacted by the quality level of parental involvement of parents to the school decision-making aspect of the learning of their children.

It can also be concluded that the obtained educational attainment of the parents plays a significant role when it comes to encouraging or motivating them to become more involved to decision-making for the education and learning of their children at school.

As such, the level of parental involvement that is being shown or exhibited by the parents, had indeed have an impact on the academic achievement of learners and must be continued or sustained for more successful learning outcomes.

This study requires the commitment and involvement of the concerned personnel to sustain its effectiveness and reliability, thus, the following recommendations were made:

It is recommended for students to continuously support different programs that will be initiated and developed by their school for their parents in order to ensure their parents' continued involvement in the different aspects of their school's decision-making system or process.

Moreover, it is also recommended for teachers to also continue to maintain open and transparent communication with the parents and also to develop more ways that they can both be able to track the progress or challenges being encountered by children as part of their learning.

It is also recommended for school administrators to also develop different programs or initiatives that will regularly involve parents and also to encourage their participation in school-related decision-making processes.

As such, it is also recommended for parents to also continuously allot a time and attention in establishing a good parent-teacher relationship and communication as well as to maintain their participation or involvement in different school-related decision-making aspects.

Further studies are also recommended to be conducted in the future in order to explore related areas of inquiry, such as the effectiveness of specific parental involvement strategies or the long-term effects of parental engagement on student outcomes.

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### **Affiliations and Corresponding Information**

**Shiela Marie N. Cauad**

University of Perpetual Help System-DALTA – Philippines