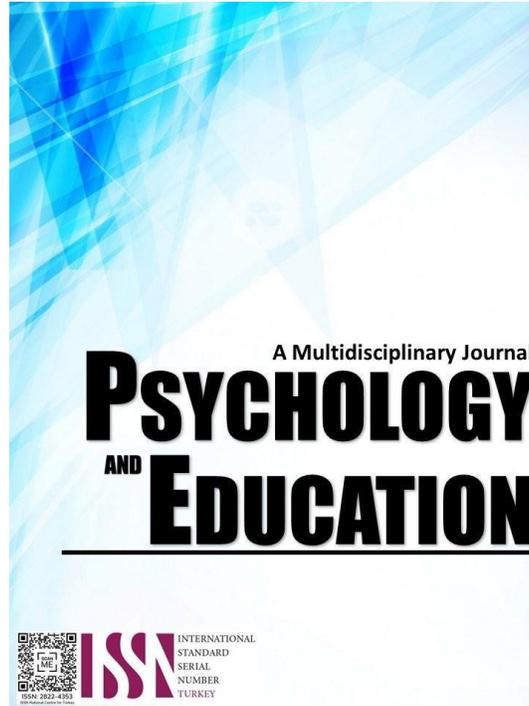


**PARENTAL INFLUENCE AND INVOLVEMENT AND ITS RELATIONSHIP
WITH THE ACADEMIC PERFORMANCE OF GRADE 12
SENIOR HIGH SCHOOL STUDENTS**



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Parental Influence and Involvement and its Relationship with the Academic Performance of Grade 12 Senior High School Students

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Abstract

Parental involvement is essential for student academic success, as learning occurs both at school and home. Research shows that students with engaged parents generally perform better than those with less involved parents. This study used a quantitative-qualitative approach to examine the impact of parental influence on the academic performance of Senior High School students at Saint Mary's University for the 2023-2024 school year. The quantitative approach combined descriptive, comparative, and correlational designs to collect demographic data and analyze the relationship with parental involvement. A qualitative approach utilizing thematic analysis explored factors such as socioeconomic status, communication barriers, and parental support and motivation. Using stratified random sampling, 220 out of 510 Grade 12 students were selected as respondents. However, 13 questionnaires were excluded from the study because they lacked sufficient answers, resulting in a final total of 197 questionnaires. The findings revealed that there was a high parental influence and involvement from the respondents. Moreover, results of having a high parental influence and involvement remained consistent regardless of their sociodemographic profiles. Conversely, it should be noted that these outcomes do not observe significant differences or correlations. While parental engagement provides critical support, its direct effect on academic success is less significant than previously assumed. It is recommended that workshops, meetings, and consistent communication shall be affianced to enhance parental engagement. This approach is believed to encourage parents to actively support their child's academic journey that will redound to increasing motivation and achievement.

Keywords: *parental influence, parental involvement, academic performance, sociodemographic profiles, relationship*

Introduction

Parental influence and involvement are widely recognized as essential to student academic performance. Learning occurs at school and at home; thus, parental influence and involvement are pivotal factors contributing to academic growth and accomplishment. Students with highly active parents are likely to outperform those with less involved parents. Research has shown a relationship between parental motivation, attitude, support, and student accomplishment (Bryant et al., 2000; Lee & Bowen, 2006; Yan & Lin, 2005).

Several studies have been undertaken to shed light on children's challenges or obstacles in their academic endeavors, particularly the impact of minimal parental involvement on their academic achievement. A study by Buoy (2013), in particular, suggested that children whose parents cannot assist with their children's schoolwork because of their financial situation, a language barrier, or long work hours can experience problems in their studies.

Meanwhile, Jeynes (2010) revealed that low levels of parental participation are connected with lower academic performance for children. This includes falling grades, decreased motivation, and higher dropout rates. Similarly, Hill and Tyson (2009) discovered that low-income families commonly encounter hurdles to successful parental involvement, such as time limitations from work schedules, restricted access to transportation, and a lack of resources or understanding about how to assist their children's education.

Furthermore, Henderson and Mapp (2002) highlight the negative consequences of poor communication between parents and schools. They discovered that when there is a breakdown in communication and teamwork, students may not receive the assistance and resources they need to achieve academically.

These studies show the importance of parental involvement and influence on adolescents' academic performance and the challenges and difficulties that might impede successful family involvement in education.

Research Objectives

This study sought to determine the relationship between parental influence and involvement on the academic performance of Senior High School students of Saint Mary's University A.Y. 2024-2025. Specifically, this research study aimed to address the following questions:

1. What are the respondents' perceived level of parental influence in their academic performance?
2. What are the respondents' perceived level of parental involvement in their academic performance?
3. Is there a significant difference in the extent of parental influence towards the respondents when grouped according to:

- 3.1 sex;
- 3.2 socioeconomic status;
- 3.3 type of family; and
- 3.4 general average?
4. 4. Is there a significant difference in the extent of parental involvement towards the respondents when grouped according to:
 - 4.1 sex;
 - 4.2 socioeconomic status;
 - 4.3 type of family; and
 - 4.4 general average?
5. Is there a significant relationship between parental influence and the respondents' academic performance?
6. Is there a significant relationship between parental involvement and the respondents' academic performance?
7. Is there a significant relationship between parental influence and parental involvement on the respondents?
8. How do students perceive the positive impact of having involved and supportive parents on their academic performance and overall success at school?

Literature Review

Parental Influence

Parental influence refers to how parents affect their children's decisions, habits, and development. Parental influence plays a crucial role in shaping the decisions, habits, and overall development of their children. It significantly affects areas such as academic achievement, partner selection, the pursuit of orthodontic treatment, and personality development, as highlighted by Sopekan and Folarin (2022). This influence extends across various domains of adolescent development, shedding light on the multifaceted nature of parental impact.

Research by Cutrín (2021) emphasized the impact of parental support and knowledge on adolescent emotional problems over three years. It found that higher levels of parental support, characterized by warmth, acceptance, and communication, were associated with lower levels of depressive symptoms and anxiety. The findings highlight the protective role of supportive parenting in adolescent mental health.

Furthermore, a study conducted by Chadi et al. (2020) delved into the relationship between parental optimism and perceived control over children's initiation of tobacco, cannabis, and opioid use. The study revealed that parents who perceived greater control over their child's behavior were significantly more likely to prevent substance initiation. These findings underscore the significance of perceived parental influence in mitigating adolescent substance use across various substances.

The influence of parental socioeconomic status (SES) on academic achievement has also been documented. Li et al. (2023) found that higher parental SES positively affects academic achievement by providing greater access to educational resources and fostering parental involvement. This underscores the importance of socioeconomic factors in educational success.

Research conducted by Fantinelli et al. (2023) delved into the impact of congruence between adolescents' career choices and parental expectations on their well-being and motivation. The study revealed that a strong alignment with parents' wishes significantly enhanced academic motivation, work aspirations, and overall occupational satisfaction. These positive influences extended to adolescents' intentions to pursue higher education and their contentment with their career decisions, emphasizing the significance of supportive parental attitudes in shaping career aspirations.

Additionally, positive parental behaviors during early adolescence, such as warmth and acceptance, were associated with better relational competence and functional independence in young adulthood. Attachment theory suggests that parents remain primary attachment figures during early adolescence, influencing future romantic relationships. As romantic relationships become more salient in late adolescence, they begin to overshadow parental influence, highlighting a developmental shift (Szwedo et al., 2022).

Strong parent-child relationships are also linked to better emotional control, self-esteem, and resilience in children, as found by Cassidy (2008) and Bowlby (1988). Eisenberg et al. (1998) and Grusec and Davidov (2010) further emphasize the role of parents as primary socialization agents who teach children important social skills, values, and norms.

Parenting styles also significantly impact children's behavior and development. Baumrind (1991) discovered that parenting approaches characterized by consistency, clear expectations, and appropriate discipline lead to fewer behavioral issues.

Conversely, harsh or inconsistent parenting can increase the likelihood of conduct problems and externalizing behaviors (Patterson et al., 1992) corroborated these findings, emphasizing the importance of positive parenting practices in reducing problematic behavior in teenagers.

Moreover, parental influence has lasting effects into adulthood, affecting educational attainment, employment, relationship quality,

and mental health (Amato & Gilbreth, 1999; Conger et al., 2010).

Fagan and Palkovitz (2021) found that parental impact extends to adult outcomes, including career choices and mental health, underlining the enduring nature of parental influence.

In conclusion, recognizing and supporting positive parental influence is essential for fostering optimal growth and development in children as they transition into adulthood. The extensive body of research underscores the profound and lasting impact parents have on their children's lives across multiple dimensions.

Parental Involvement

The importance of parental involvement in children's education has been a focal point of scholarly research, highlighting its multifaceted nature and significant impact on children's development across various stages. Epstein (2009) defined parental involvement as a complex construct that includes various dimensions of parent, family, and community participation in education.

This involvement is crucial, as Pinatil et al. (2022) emphasized, underscoring the need for parents to actively participate and devote themselves to their children's educational journey. Such involvement is not only about academic support but also encompasses emotional backing, highlighting the necessity for parents to receive adequate support and advice from their families.

Building on this, Garcia and Lee (2023) explored the relationship between parental involvement and adolescent mental health, revealing a strong association between heightened parental support and monitoring and improved mental health outcomes. This underscores the importance of understanding the mechanisms through which parental involvement can influence children's well-being.

Similarly, Ponayo (2022) emphasizes the substantial impact of parental involvement in early childhood education on academic performance, social-emotional skills, and the overall school experience. Active participation, such as attending parent-teacher conferences and engaging in home-based activities, contributes to better academic outcomes and socio-emotional development.

The collective findings from these reviews highlight the critical role of parental involvement across different developmental stages in fostering positive outcomes for children's academic achievement, mental health, and overall well-being. Similarly, they also indicate the ongoing need for research to further unravel the complexities of parental involvement within diverse cultural and contextual frameworks.

The research further reinforces the significant role parents play in their children's lives, especially during challenging times, such as the pandemic, by providing security and nurturing their development. The Philippine Department of Education's initiative, as mentioned by Abulon and Saquilabon (2016), to encourage parental involvement through the E-Learning Program exemplifies efforts to foster a collaborative environment for monitoring children's progress.

Moreover, studies have shown that parental participation in education leads to higher student performance, confidence, lower absenteeism, and greater classroom involvement, emphasizing the significance of learning both at school and home (Garcia & Thornton, 2014; Clinton & Hattie, 2013).

Based on these considerations, it is clear that parental involvement is essential for fostering children's intellectual, social, and emotional development, and creating a conducive learning environment at home and school.

Parental Influence on Academic Performance

The influence of parents on their children's academic performance and motivation is substantial, as revealed in a cohort study by Ghazi et al. (2010). The extent of parental involvement, as parents navigate their aspirations for their children's success, can significantly impact the children's educational experiences.

Avvisati et al. (2020) further unpack the complexities surrounding parental involvement, noting that cultural backgrounds, school environments, and family dynamics play critical roles in shaping a child's motivation towards learning. According to a 2011 study by Schmuck on the influence of parents on adolescents' academic performance, a significant correlation was found between parental involvement and the academic success of teenagers, with half of the study's participants acknowledging a substantial impact from their parents.

The study of Schmuck (2011) supports the findings of Spera (2006), who observed a positive association between parental values, interaction, and an adolescent's interest in school and self-regulation in academic pursuits. However, Johnson and Descartes (2016) explored the specific context of primary school students preparing for a national level exam, highlighting the pressure parents place on children to excel.

This aligns with earlier research by Wood et al. (2002), which suggested that a positive correlation exists between parental motivation and children's study habits and academic performance.

The impact of the learning environment on students' academic achievements is also critical, as identified by Hattie (2009). A supportive and engaging learning environment can significantly enhance student motivation, critical thinking, and ultimately, academic success.

Classroom dynamics, teacher-student relationships, peer interactions, and access to resources are pivotal factors in this regard.

The evolving landscape of parental involvement, as examined in a comprehensive review by Johnson (2024), emphasizes the importance of active participation and support in children's educational journeys from early childhood through adolescence. The review calls for further research into the cross-cultural dynamics and nuanced effects of parental involvement.

Moreover, socioeconomic status (SES) is a critical determinant of academic performance, affecting access to educational resources and opportunities. The disparity in academic achievements between different SES groups underscores the need for addressing these inequalities to provide equitable educational opportunities for all students.

In summary, the collective body of research underscores the multifaceted nature of parental influence on children's academic performance, the significance of the learning environment, and the pivotal role of socioeconomic factors. It is clear that a supportive home environment, coupled with active parental involvement and consideration of psychological and socioeconomic factors, can greatly enhance students' academic outcomes and overall well-being.

Parental Involvement in Academic Performance

Parental educational involvement is a complex concept that includes parents' involvement both at home and at school, along with their role in academic socialization. This multifaceted involvement is crucial as it fosters a supportive learning environment, enhancing student motivation and responsibility towards academic performance. Active parental participation also strengthens communication between home and school, facilitating a collaborative approach to address the unique needs and challenges faced by children. Erdem and Kaya (2020) emphasize the significance of parental involvement, highlighting its value to both society and educators.

Idris (2021) further elaborate on the diverse nature of this involvement, ranging from effective parenting and creating a stable home environment to engaging with schools and participating in school governance. These activities not only support children's academic achievements but also model positive social and educational values. Home based involvement includes activities like supervising homework and providing additional educational resources, while school-based involvement involves participating in school events and governance.

Furthermore, the diversity in educational approaches and communicative behaviors across different cultures also highlights the need for culturally sensitive engagement strategies. The study conducted by Erdem and Kaya (2020) investigated the impact of home-based and school-based parental involvement strategies on academic performance across different educational levels. The study's findings revealed that parental expectations had a significant positive influence on student achievement, while parental control had a modest negative impact. The study emphasizes the significance of implementing educational policies and practices that promote parental involvement.

This involvement not only promotes positive attitudes towards education but also enhances self-esteem and fosters healthy student-teacher relationships, aligning with the idea of parental involvement as a driver of academic success. Recent research, as exemplified by Portillo (2023), explores the impact of cultural differences on academic success in educational settings. It underscores the significance of comprehending students' cultural backgrounds to

foster inclusive learning environments that value and accommodate diverse cultural values and practices. In summary, the extensive body of research on parental educational involvement demonstrates its critical role in supporting student success. By adopting culturally sensitive methods and fostering strong home-school connections, educators and policymakers can enhance parental involvement, thereby promoting educational equity and excellence for all students.

After undergoing a comprehensive literature review, the researchers deduced an expanding body of research on the impact of parental involvement and influence on students' academic success. However, there are still significant gaps in the literature. A key concern was the absence of socioeconomic status integration in comparable research.

Dohner-Chavez's 2011 study, for example, did not adequately account for socioeconomic background as a major element in understanding the relationship between parental participation and children's academic attainment. Although noting the possible effect of socioeconomic status, this study did not incorporate measurements or analyses of individuals' socioeconomic backgrounds.

The second gap from the previously stated related studies is the absence of sex in the research problems. The anchor studies, namely Dohner-Chavez (2011), Nwaoboli (2022), and Fletke (1997), failed to include the context of sex in their questionnaires. Several studies have investigated how parental involvement can impact academic performance differently for boys and girls. The research indicates that female students benefit more from parental support in completing homework and participating in school-related activities. Conversely, male students appear to profit more from parental encouragement and monitoring of their academic progress. Thus, the exclusion of sex in the realm of parental involvement and influence on the student's academic performance is a crucial aspect that could greatly impact the outcomes and interpretations of the study.

Additionally, while some studies suggest changes to improve educational attainment and academic achievement among specific student groups, they often lack practical recommendations or strategies to address the challenges identified. The lack of concrete suggestions reduces the use of study findings for educators, policymakers, and other stakeholders.

Addressing these knowledge gaps is paramount for developing programs and policies that comprehensively understand the impact of parental influence and involvement on academic success. This understanding is crucial for promoting educational equity, supporting student achievement, fostering holistic development, strengthening the relationship between schools and families, and cultivating a culture of lifelong learning. In this research study, the researchers endeavored to shed light on the factors that contribute to cultivating supportive environments that empower parents to actively participate in their children's education, thereby achieving favorable academic outcomes for all students.

Methodology

Research Design

In this study, the researchers employed a mixed-method research design, a quantitative-qualitative design, which involved using descriptive, comparative, correlational, and thematic analysis methods to gain a comprehensive understanding of the research topic. This provided various benefits related to the research problem and the variables' complexity. First, the descriptive component of this design collected data on the level of parental influence and involvement among the Senior High School students of Saint Mary's University.

Second, the correlational nature of the design allowed the researchers to delve into the relationships between various sociodemographic profiles and parental involvement.

Third, the researchers also employed a comparative approach in this study. This helped the researchers address the significant difference between parental involvement, influence, and academic performance when grouped according to the sociodemographic profiles of the respondents, namely sex, socioeconomic status, type of family, and general average. Lastly, the researchers also employed a qualitative design in interpreting the data inferred from the open-ended questions.

Participants

The research was conducted at Saint Mary's University, a private Catholic institution of higher education in Bayombong, the capital of Nueva Vizcaya, owned and managed by the Congregation of the Immaculate Heart of Mary (CICM).

Saint Mary's University offers preschool education and covers six years of grade school education, junior science and senior high school education, and various college courses.

In the Senior High School department, the focal point of this study, Saint Mary's University offers various academic and vocational strands, such as Technical-Vocational-Livelihood and Information and Communications Technology (TVL-ICT), Home Economics (HE), Arts and Design (AD), Accountancy and Business Management (ABM), Humanities and Social Sciences (HUMSS), and Science, Technology, Engineering, Mathematics (STEM).

Nevertheless, the study was conducted on Grade 12 students on A.Y 2024-2025 from different strands of Saint Mary's University Senior High School Department, Bayombong, Nueva Vizcaya. The students' profiles are classified based on their sex, socioeconomic status, type of family, and general average.

The researchers randomly selected respondents from the student population using the stratified sampling technique. This technique helped reduced biased samples and minimizes the risks of data tampering. The researchers have calculated the recommended sample size of 220 students out of the total population of 510 Grade 12 students, as provided by the Office of the Principal, using an online sample size calculator called Raosoft. 15 Grade 12 students

from each section were taken as the study's respondents by the time the researchers will disseminate the questionnaires. However, 23 questionnaires were discarded due to incomplete responses, resulting in a final sample size or population of 197.

Instrument

This study utilized questionnaires from previous research on parental involvement and its influence on students' academic performance.

The studies used were conducted by Emeke Nwaoboli (2022), Linda Fletke (1997), and Areli Dohner-Chavez (2011). The questionnaire employed a four-point Likert-scale inquiry with possible responses ranging from Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA).

The first section of the questionnaire collects demographic information such as name, sex, socioeconomic status (based on the annual income of the family), family type, and the general average for the respondents from the previous school year. It also gives instructions for answering sections two to four.

Sections two and three center on assessing parental influence and involvement in the respondents' academic performance. In addition, since the anchor studies did not provide open-ended questions, the researchers created two open-ended questions to inquire what specific parental behaviors and strategies contribute significantly to improved academic performance and educational achievements in children, as perceived by the students, and how parents' expectations, encouragement, and involvement affect their students' academic

performance.

Procedure

The researchers started by modifying and consolidating a survey questionnaire regarding the relationship of parental influence and involvement on student academic performance, incorporating insights from the writings of three authors: Emeke Nwaoboli (2022), Linda Fletke (1997), and Areli Dohner-Chavez (2011).

Following this, the questionnaire underwent content validation and was examined thoroughly by the research adviser. Subsequently, the research instrument underwent pilot testing.

The researchers conducted a reliability test to confirm the reliability of questionnaires through the use of Cronbach's alpha. The researchers then submitted a request letter to the school principal and subject advisers, asking for permission to gather data.

Once granted permission, the researchers disseminated the questionnaires to the classrooms of the selected respondents. Succeeding the data collection, the researchers methodically tabulated, interpreted, and analyzed the findings. Ultimately, after a comprehensive process of interpretation and analysis, the researchers presented their report on the results.

Data Analysis

To address the first two problem statements, the researchers used descriptive statistical methods such as mean, standard deviation, frequency, and percentage.

The mean, average of a given set of scores, summarizes and describes parental influence and involvement on respondents.

The standard deviation indicates how individual responses vary from the mean, showing reactions around the mean impact and association. Frequency and percentage are used to investigate data like sex, socioeconomic status, family type, and average.

To answer the inferential problem statements three to seven, the study employed inferential methods such as Pearson's r and t -test.

Meanwhile, the independent sample t -test allowed the researchers to compare the average values of two data sets and determine whether they belong to the same or separate populations.

Additionally, Pearson's correlation coefficient assesses the correlation between parental influence and students' academic performance.

ANOVA was also used to identify significant differences in the results from three or more distinct samples or groups. The researchers explored how variables like sex, socioeconomic status, family type, and average income impact the findings.

Furthermore, the researchers employed thematic analysis to answer the open-ended problem statement. This qualitative data analysis method involves identifying patterns in meaning across a data set to derive themes. Finally, the researchers utilized the descriptive scale below to determine the extent of parental influence and involvement on the senior high school students' academic performance.

Ethical Considerations

This study upholds strict ethical standards to ensure the safety, dignity, and rights of all participants. Informed consent will be obtained from all respondents after explaining the purpose, scope, and nature of the study. Participation will be entirely voluntary, and participants will be free to withdraw at any point without facing any negative consequences.

The study will also ensure confidentiality and anonymity by keeping participants' identities private; no names or personally identifiable information will be disclosed in the research findings. Data will be securely stored and used solely for academic purposes.

To uphold non-maleficence and protection from harm, the researchers will ensure that no physical, emotional, or psychological harm comes to any participant. Questions will be crafted with sensitivity, especially when addressing topics involving family dynamics.

Since the study involves senior high school students, parental and school approval will be secured prior to data collection, ensuring the involvement of the institution and, when applicable, the consent of guardians. The principle of honesty and integrity will guide the research process, ensuring that data is collected, analyzed, and reported truthfully, without fabrication or manipulation.

Finally, the researchers will maintain respect for participants at all times, valuing their autonomy, beliefs, and responses without bias or judgment.

Results and Discussion

This section encompasses the findings, discussions, and conclusions that the researchers acquired and developed while conducting the study on environmental awareness and practices at Saint Mary's University Senior High School.

Table 1 illustrates the respondents' perceived levels of parental influence on their academic performance. Notably, only statements 8, 9, and 10 were categorized as having "Low Parental Influence," with mean scores of 2.19 (SD=1.00), 2.14 (SD=0.96), and 2.08 (SD=0.94), respectively. These statements address factors such as parental education levels, economic hardships, and family size, suggesting that respondents view these barriers as having a lesser impact on their educational experiences. Conversely, statement 1, which highlights the role of parenting style in academic performance, received the highest mean score of 3.18 (0.74). This was closely



followed by statement 4, which scored 3.07 (SD=0.72) and underscores the importance of parental academic discipline in fostering academic achievement.

Table 1. Respondents' Perceived Level of Parental Influence

Statements	M	SD	Qualitative Description (QD)
1. Parenting style influences my academic performance.	3.18	0.74	High Parental Influence
2. Parenting style determines my level of academic performance.	2.81	0.78	High Parental Influence
3. Parenting style facilitates my academic interest.	2.94	0.70	High Parental Influence
4. Academic discipline from my parents facilitates my academic performance.	3.07	0.72	High Parental Influence
5. My parent's involvement in my academics reinforces my academic performance.	2.98	0.70	High Parental Influence
6. Parental arrangement for supportive teachers for subject(s), which I find difficult in school, makes learning easier for me.	2.73	0.70	High Parental Influence
7. My parent's socioeconomic status greatly impacts my academic performance.	2.73	0.88	High Parental Influence
8. Lack of education is why my parents struggle to be involved in my education.	2.19	1.00	Low Parental Influence
9. The poor economic status of my parents makes it difficult for them to be involved in my education.	2.14	0.96	Low Parental Influence
10. My family size is why my parents struggle to be involved in my education.	2.08	0.94	Low Parental Influence
Overall	2.70	0.47	High Parental Influence

The responses suggest that individuals view their parents' involvement, especially concerning parenting style and academic guidance, as crucial to their academic success. Despite challenges related to socioeconomic status or family size, effective parenting practices are seen as having a greater impact on academic results. This significant perceived influence implies that respondents believe their academic achievements are closely tied to the support and guidance from their parents.

These results are consistent with research conducted by Axford et al. in 2019, which emphasized the critical role of parental influence in academic success, irrespective of socioeconomic background. Additionally, a 2019 study from Gan and Bilige highlighted that home-based parental support is particularly vital for students from lower socioeconomic backgrounds, reinforcing the notion that effective parenting practices substantially affect academic performance. Another study by Shao et al. (2024) reinforces the idea that peer interactions play a crucial role in shaping students' motivation to learn, which directly impacts their academic performance. The implications of these studies suggest that fostering parental involvement and homebased support is crucial for enhancing academic success across all socioeconomic backgrounds. Moreover, attention must be given to peer dynamics, as they significantly influence students' motivation and, consequently, their academic performance. Schools and policymakers should develop strategies that encourage both effective parenting practices and positive peer interactions to optimize educational outcomes.

Table 2. Respondents' Perceived Level of Parental Involvement

Statements	M	SD	Qualitative Description (QD)
1. My parents helped me develop good study habits.	3.09	0.77	High Parental Involvement
2. My parents encouraged me to get good grades.	3.40	0.69	Very High Parental Involvement
3. My parents were strict when it came to school.	2.83	0.86	High Parental Involvement
4. My parents checked to see if I had homework.	2.44	0.91	Low Parental Involvement
5. My parents attended parent-adviser conferences.	2.91	0.92	High Parental Involvement
6. My parents punished me (e.g., took away my cellphone privileges) if I received bad grades.	2.02	0.94	Low Parental Involvement
7. My parents demonstrated support for my extracurricular activities (e.g., coaching the basketball team).	2.74	0.86	High Parental Involvement
8. I believe my parent's encouragement helped me stay focused on my education.	3.20	0.75	High Parental Involvement
9. My parents think education is the only way to get ahead.	3.20	0.79	High Parental Involvement
10. My parents were there for me if I needed help with school.	3.15	0.85	High Parental Involvement
11. It is important that my parents are involved in my schooling.	3.20	0.69	High Parental Involvement
12. It is important for my parents to attend parent/teacher conferences.	3.15	0.77	High Parental Involvement
13. It is important for my parents to attend the parent meetings at school.	3.08	0.79	High Parental Involvement
14. I think it is important for my parents to attend extra-curricular activities at my school (concerts, sports, etc.).	2.63	0.89	High Parental Involvement
15. It is important for my parents to visit my classroom and school occasionally.	2.44	0.83	Low Parental Involvement
16. It is important for my parents to volunteer in my classroom and school.	2.52	0.81	Low Parental Involvement
17. It is important for my parents to know my teachers.	3.01	0.77	High Parental Involvement
18. It is important for my parents to have regular contact with my teachers.	2.76	0.79	High Parental Involvement
19. It is important for my parents to know my friends.	3.13	0.89	High Parental Involvement
Overall	2.88	0.38	High Parental Involvement

Table 2 illustrates the respondents' perceptions of parental involvement in their academic performance. Among the various statements assessed, statement 2, which emphasizes parental encouragement to achieve good grades, garnered the highest mean score of 3.40 (SD=0.69), indicating "Very High Parental Involvement." Conversely, statement 6, which is about parents penalizing children if they received bad grades, received the lowest mean score of 2.02 (SD=0.94); hence, it is classified as "Low Parental Involvement".

These findings suggest that respondents prioritize parental encouragement and academic discipline as vital components of their educational success. Although there appears to be less parental engagement in routine academic activities, such as homework oversight, respondents value their parents' support, particularly in motivation and the cultivation of effective study habits, as more influential in their academic accomplishments. This implies that long-term parental guidance may be perceived as having a more significant impact than daily monitoring.

The results are consistent with the study of Jaiswal and Choudhuri (2017), which highlights the essential role of parental involvement in children's academic success, particularly at the elementary and middle school levels. The review underscores that authoritative parenting styles positively correlate with academic performance across various contexts, aligning with the current study's implications regarding the significance of effective parenting practices. Additionally, research indicates that parental expectations substantially influence academic achievement, reflecting the respondents' views on the importance of encouragement and support in attaining educational success.

Furthermore, Kalsom (2023) highlights that long-term parental involvement, particularly in fostering motivation and discipline, has a more significant impact on student's academic success than daily tasks like homework oversight. The study's findings suggest that fostering parental involvement is crucial for children's academic success, especially in elementary and middle school. Encouraging authoritative parenting styles could lead to better academic outcomes, as these are positively linked with performance. Schools and educators might focus on educating parents about effective parenting practices that boost academic achievement.

Even so, setting positive parental expectations and offering consistent encouragement and support can significantly enhance students' educational success. Prioritizing long-term parental involvement in developing motivation and discipline may have a more substantial impact than monitoring daily tasks like homework.

Table 3. Significant Differences in the Extent of Parental Influence According to Sex

Sex	Grade Level	N	M	SD	QD	p-value
Male	Grade 12	60	2.78	.45	High Parental Influence	.104
Female	Grade 12	136	2.66	.47	High Parental Influence	
Overall		197				

Table 3 presents the results for the respondents' differences in the extent of parental influence when categorized by the sex of the students. Male respondents reported a high level of parental influence, with a mean score of 2.78 (SD=0.45), while female respondents also showed a high level of influence, with a mean score of 2.66 (SD=0.47). Both male and female students scored high in parental influence, with p-value of 0.104 for males and females. These values indicate that there is no statistically significant difference in parental influence based on sex.

The findings suggest that there is no significant difference in parental influence among the sexes. This implies that regardless of a student's sex, it does not impact the level of parental influence they experience. Therefore, sex does not influence the extent of parental involvement in a student's education. This supports the notion that parental influence is crucial for students irrespective of sex. Furthermore, the results suggest that the positive impacts of parental guidance and support are equally beneficial to male and female students, surpassing gender distinctions.

The results contravene the study by Deslandes and Cloutier (2002), which suggests that while adolescents welcome parental influence, the positive impact of such influence is not significantly different based on sex. Both male and female students benefit equally from parental support, emphasizing the idea that the influence of parental engagement exceeds sex differences.

Similarly, Schmuck (2011) found that parental influence, expectations, and support are equally important for both sexes, with the quality of engagement playing a more crucial role in academic success. These studies confirm that parental influence is universally significant, regardless of the student's sex. The findings suggest that parental involvement should be encouraged for both male and female adolescents, as its benefits are not sex-specific. Schools and educators can develop strategies to enhance the quality of parental engagement, focusing on the impact rather than tailoring based on sex differences. These insights can guide policies to foster inclusive parental participation, ensuring that all students receive equitable support for their academic success.

Table 4. Significant Differences in the Extent of Parental Influence According to Socioeconomic Status

Socioeconomic Status	N	M	SD	QD	F-value	p-value
PHP 62,000 – below	76	2.74	.44	High Parental Influence	.96	.411
PHP 62,000 – PHP 191,000	47	2.68	.39	High Parental Influence		
PHP 603,000 – 1,856,000	32	2.59	.45	High Parental Influence		
PHP 1,857,000 above	42	2.74	.59	High Parental Influence		
Overall	197	2.70	.47	High Parental Influence		

Table 4 presents the significant difference in the extent of parental influence when grouped according to their socioeconomic status. The overall mean score of 2.68, with a standard deviation of 0.47 revealed that the respondents' parental influence on academic performance is high. The F-value of 0.96 with the computed significant value of 0.304 revealed that there is no significant difference in the respondents' parental influence on academic performance when grouped according to socioeconomic status since all the socioeconomic groups contain the same mean score which is described as "High Parental Influence".

This indicates that a student's academic performance remains unaffected by their economic stability. The study's consistent results are consistent, suggesting that a parent's socioeconomic status does not significantly impact their involvement in their child's academic success.

The study of Zhang et al. (2023) addresses how communication between teachers and parents mediates the relationship between having a higher SES and having high educational expectations, implying that regardless of socioeconomic status, good communication between both parents and teachers can raise the expectations of parents for their children's education. Also, the findings of Chen et al. (2018) suggest that the parent-child relationship is important as it is a mediating factor in the development of reading skills. The results show that high parental influence exists outside of socioeconomic status. This infers that socioeconomic backgrounds have no effect on the influence of parents on their children's studies. Effective communication between parents and teachers can elevate educational expectations, regardless of socioeconomic status. Additionally, a strong parent-child relationship significantly influences children's academic achievements, demonstrating that parental impact transcends socioeconomic backgrounds.

Table 5. Significant Differences in the Extent of Parental Influence According to Type of Family

Type of Family	N	M	SD	Qualitative Description (QD)	F-value	p-value
Stepfamilies	6	2.50	0.38	High Parental Influence	1.65	0.164
Single-parent Family	14	2.60	0.51	High Parental Influence		
Grandparent Family	26	2.76	0.33	High Parental Influence		
Extended Family	59	2.81	0.50	High Parental Influence		
Nuclear Family	92	2.65	0.46	High Parental Influence		
Overall	192	2.70	0.47	High Parental Influence		

Table 5 illustrates the significant differences in the extent of parental influence based on family type. The data indicates that extended families have the highest mean score of 2.81 SD=0.50, which falls within the "High" parental influence range (2.50-3.24). Furthermore, the p-value of the type of family attained a score of .164, which is above the 0.05 threshold. Therefore, there is no significant difference between the extent of parental influence according to the type of family.

The findings suggest that children in extended families may have additional motivations to excel academically, driven by positive encouragement or, conversely, by the challenges arising from family issues. This implies that children in such families are likely to experience stronger influences from their relatives. These influences can come from various family members who either motivate or present challenges affecting the child's development and academic performance. This dynamic is crucial in shaping the child's attitude towards education.

Supporting this finding, Jæger et al. (2012) explored the relationship between extended family structures and children's educational success. Their study revealed that family factors, both genetic and environmental, shared by first cousins account for 14.4% to 20.8% of educational outcomes, while those shared by siblings account for a higher percentage, ranging from 26.4% to 34.9%. These findings underscore the significant contribution of extended family dynamics to overall family background effects on educational achievement. Additionally, research by Mansaray et al. (2018) on the impact of extended family ties on academic performance in Segbewema Town supports the notion that extended family units often coexist for various reasons, including providing childcare, supporting ill relatives, or addressing financial challenges. This multifaceted support system can play a pivotal role in the academic success of children within these familial structures.

Table 6. Significant Differences in the Extent of Parental Influence According to General Average

General Average	N	M	SD	QD	F-value	p-value
Non-honors	92	2.73	.49	High Parental Influence	.15	.933
With Academic Distinction	39	2.67	.41	High Parental Influence		
With Honors	50	2.70	.46	High Parental Influence		
With High Honors	16	2.67	.50	High Parental Influence		
With Highest Honors	0	0	0	0		
Overall	197	2.70	.47	High Parental Influence		

Table 6 demonstrates a fairly consistent level of parental influence across different academic groups. Non-honor students reported the highest perceived parental influence with a mean score of 2.73 (SD=0.49), closely followed by With Honor students at 2.70 SD=0.49). Both Academic Distinction and High Honors students shared the same mean score of 2.67 (SD=0.50).

Notably, there is no data available for students with the Highest Honors. All mean scores ranged from 2.50 to 3.24, indicating a "High Parental Influence." Statistical analysis showed a p -value of 0.933, which exceeds the 0.05 threshold, indicating that the differences in parental influence among these academic groups are not statistically significant.

The findings indicate that students experience comparable levels of parental influence, regardless of their academic performance. Despite minor differences in average scores, the absence of statistical significance suggests that the degree of parental involvement remains consistent across various academic standings. This may imply that parental influence is a strong and stable factor throughout the academic spectrum, or it could suggest that other factors, beyond parental influence, are more crucial to academic success.

The present findings also align with those of Rode et al. (2005). It is important to mention that, although no formal analysis was conducted, individuals from all three parenting styles represented in the study expressed dissatisfaction with the parenting style they experienced during their upbringing. This observation provides further evidence that a direct relationship between parenting style and academic success is not always evident.

Table 7. Significant Differences in the Extent of Parental Involvement According to Sex

Sex	Grade Level	N	M	SD	QD	p-value
Male	Grade 12	60	2.90	.39	High Parental Involvement	.598
Female	Grade 12	136	2.87	.38	High Parental Involvement	
	Overall	197				

The results in Table 7 show the extent of parental involvement when categorized by the sex of the students. Female respondents reported a high level of parental involvement, with a mean score of 2.90 ($SD=0.39$), while male respondents also scored high, with a mean of 2.87 ($SD=0.38$). These results indicate that both male and female students experience high parental involvement. Moreover, the p -value for male and female students were 0.598, suggesting no significant difference in the level of parental involvement based on sex.

The findings emphasize that both male and female students experience high levels of parental involvement, underscoring the importance of active parental participation for both groups. These comparable levels suggest that all students can benefit equally from such engagement, potentially leading to effective parenting strategies. A nurturing and supportive environment proves beneficial for students, irrespective of sex.

These findings are consistent with the study of Epstein (2018), which shows that both male and female students benefit equally from parental support, such as school involvement, communication with teachers, and a conducive learning environment. Similarly, Topor et al. (2010) found that parental involvement positively influences academic performance regardless of sex, with factors like expectations and communication impacting both equally. Both studies highlight that the quality and consistency of parental engagement are key to academic success for all students. They emphasize that when parents are actively involved in their children's education, offering support and encouragement, students tend to perform better academically. This involvement can range from attending school meetings to helping with homework and creating a nurturing home environment that values learning.

Table 8. Significant Differences in the Extent of Parental Involvement According to Socioeconomic Status

Socioeconomic Status	N	M	SD	QD	F-value	p-value
PHP 62,000 – below	76	2.91	.40	High Parental Involvement	1.53	.207
PHP 62,000 – PHP 191,000	47	2.92	.37	High Parental Involvement		
PHP 603,000 – 1,856,000	32	2.89	.39	High Parental Involvement		
PHP 1,857,000 above	42	2.77	.40	High Parental Involvement		
Overall	192	2.88	.40	High Parental Involvement		

Table 8 highlights the notable variation in parental involvement based on socioeconomic status. The calculated F -value of 1.53, with a significance level of 0.207, indicates that there is no significant difference in parental involvement in academic performance when respondents are grouped by socioeconomic status.

This implies that respondents, irrespective of their socioeconomic status, perceive the same level of parental influence on their academic performance. The findings also affirm that the study's conclusions remain consistent across different socioeconomic standings. Belonging to the upper, middle, or lower class does not inherently determine better academic performance. Ultimately, it is the learners themselves who take initiative in their academic endeavors.

The study was supported by the findings of Lara and Saracostti (2019) who stated that whether or not there is a high socioeconomic vulnerability in the family, the academic achievement of children varies depending on the parental involvement profiles, which suggests that kids with less parental involvement have lower academic achievement. Concurrently, a study by Duan et al. (2016) found that parental involvement improved academic performance for all groups, despite differences in their socioeconomic position. This indicates that regardless of the parent's socioeconomic status, it has no effect on the child's academic performance.

Table 9 presents a significant difference in the extent of parental involvement among various family types. Based on the results of the Fisher's Least Significant Difference (LSD) Post Hoc test, three family types stand out for their notable significance: single-parent - nuclear parent (p -value = 0.004), extended - single-parent (p -value = 0.011), and grandparent - nuclear parent (p -value = 0.044).

This implies that solo-parents and nuclear parents tend to have more involvement in their children's daily routines, providing comfort and spending quality time with them. However, nuclear parents often face challenges due to late work sessions and poor time management, resulting in limited time for involvement. Furthermore, the significance of nuclear parents and grandparents differs. Nuclear parents share similar reasons for their involvement, such as work commitments. On the other hand, grandparents excel in providing care and nurturing due to their natural caregiving instincts and experience in managing their grandchildren's development and growth. In contrast, single-parents and extended families exhibit similar patterns. Single-parents manage their time effectively, allocating time for both their child and job responsibilities. Extended families, however, may face similar challenges to nuclear parents, with limited time for involvement due to work commitments.

Table 9. Significant Differences in the Extent of Parental Involvement According to Type of Family

Type of Family	N	M	SD	Qualitative Description (QD)	F-value	p-value
Stepfamilies	6	2.94	0.47	High Parental Involvement	2.91	0.023
Single-Parent Family	14	2.62	0.35	High Parental Involvement		
Grandparent Family	26	2.71	0.35	High Parental Involvement		
Extended Family	59	2.88	0.34	High Parental Involvement		
Nuclear Family	92	2.93	0.43	High Parental Involvement		
Overall	192	2.88	0.40	High Parental Involvement		

Supporting these findings, a study by Duan et al. (2016) sheds light on grandparent involvement. The study reveals two main types of grandparent involvement: those who live in the home and are solely responsible for the child for 40 hours a week while parents are at work, and those who provide occasional parenting advice as needed. There is no standard practice for defining grandparent involvement, and standards may vary depending on cultural norms and the age of the child. Another study by Llamas (2021) focuses on Single-parents and their involvement in their children's lives.

The study indicates that Single-parents tend to be more involved in their children's lives compared to traditional parents. However, the parents also mentioned several challenges they face in providing academic support, guidance, and teaching to their children. They found teaching or conducting literacy instruction to be tedious and difficult due to their other responsibilities, especially since they were not formally trained to conduct instruction towards their children

Table 10. Significant Differences in the Extent of Parental Involvement According to General Average

General Average	N	M	SD	QD	F-value	p-value
Non-honor	92	2.87	.38	High Parental Involvement	.22	.883
With Academic Distinction	39	2.91	.39	High Parental Involvement		
With Honor	50	2.89	.41	High Parental Involvement		
With High Honors	16	2.83	.26	High Parental Involvement		
With Highest Honors	0	0	0	0		
Overall	197	2.88	.38	High Parental Involvement		

Table 10 illustrates the extent of parental involvement across various academic groups based on students' overall averages. Students categorized as achieving With Academic Distinction reported the highest mean score of 2.91 (SD=0.39), followed closely by those With Honors (M=2.89), Non-Honor students (M=2.87), and students With High Honors (M=2.83). Notably, no data was available for students in the With Highest Honors category. All mean scores fall within the range of 2.50–3.24, indicative of "High Parental Involvement." Nonetheless, the statistical analysis revealed a p-value of 0.883, which exceeds the 0.05 threshold. This indicates that there is no statistically significant difference in parental involvement across the various academic categories.

The comparable levels of parental involvement imply that students' academic standing does not significantly influence the degree of parental involvement in their educational lives. The absence of significant variation based on academic performance suggests that students, irrespective of their grades, receive similar levels of support and engagement from their parents. Even so, this may also imply that other factors, such as personal motivation, peer influence, or school resources, could play a more critical role in determining academic outcomes. Future research could explore additional variables that contribute to academic performance and the interplay between parental involvement and these factors in influencing student success.

These findings align with the study by Otani (2020), which demonstrated that parental involvement positively correlates with students' educational outcomes. It was noted that students' attitudes and aspirations mediate the relationship between parental involvement and academic achievement, with distinct associations identified between parental monitoring and achievement in elementary versus middle school contexts. Similarly, Ateş (2021) found that the relationship between parental involvement and academic achievement did not differ significantly across geographical regions. In light of this context, recommendations have been proposed to enhance parental involvement and guide future research efforts.

Table 11 explores the link between parental influence and respondents' academic performance. The analysis shows a Pearson's r value of -0.035 , indicating a "No Low Correlation." This suggests that greater parental influence might be marginally linked to lower academic performance. Furthermore, a p -value of 0.626 signifies that this relationship lacks statistical significance, implying that the complexities of academic performance cannot be fully explained by parental involvement alone.

Table 11. *Significant Relationship Between Parental Influence and the Respondents' Academic Performance*

Variables	Pearson's r	p -value	Qualitative Description
General Average and Level of Parental Influence	-0.035	0.626	No Correlation

These findings imply that parental influence, irrespective of its magnitude, does not influence students' academic performance. This suggests that parental influence might not be the primary determinant of academic outcomes, emphasizing the necessity to investigate the diverse factors influencing student performance.

The results align with the study of Mehrafza (2014), which highlighted the complex relationship between family dynamics and creativity. Mehrafza's study found no statistically significant relationship between the emotional atmosphere of the family and creativity, especially when the family environment leaned toward extremes, such as absolute freedom or authoritative. Similarly, the study of Besharat (2011) asserted that permissive parenting styles, as well as paternal authoritative and authoritarian parenting styles, showed no significant association with children's academic achievement.

Table 12. *Significant Relationship Between Parental Involvement and the Respondents' Academic Performance*

Variables	Pearson's r	p -value	Qualitative Description
General Average and Level of Parental Involvement	-0.004	0.959	No Correlation

The data presented in Table 12 illustrates a significant relationship between parental involvement and the academic performance of respondents when categorized according to their general average. The calculated Pearson's r value of -0.004 suggests a very low correlation between parental involvement and academic performance, while the p -value of 0.959 further supports this finding by indicating a lack of statistical significance.

These results insinuate that the observed low correlation may indicate the presence of other influential factors that could more significantly affect students' academic performance. While parental involvement is typically associated with positive educational outcomes, the data in Figure 19 suggests that it may not be a critical determinant in this context. Furthermore, the p -value indicates that interventions aimed at increasing parental involvement may not yield the anticipated positive effects on academic achievement.

These results align with the study of Jeynes (2010) which found that while parental involvement does have a positive impact on academic outcomes, its effect varies significantly depending on cultural and socioeconomic factors. Additionally, a 2020 study by Özyıldırım (2024) highlighted that other variable, such as peer influence and school environment, could reduce the role of parental involvement, affirming the idea that it might not be the sole factor of academic performance. With this, it can be deduced that, while parental engagement is important, its influence might be outweighed by other factors in certain educational contexts.

Table 13. *Significant Relationship Between Parental Influence and Involvement on the Respondents*

Variables	Pearson's r	p -value	Qualitative Description
Level of Parental Influence and Involvement	0.389	1.000	Moderately Low Correlation

Table 13 illustrates the relationship between parental influence and parental involvement among the respondents, revealing a correlation coefficient of 0.389 and a p -value of 1.00 , which denotes a "Moderately Low Correlation" (± 0.20 to ± 0.39). That said, while a relationship exists between parental influence and involvement, it is not particularly robust or significant.

The findings insinuate that the level of parental involvement, which can include activities such as attending school meetings, helping with homework, or participating in extracurricular events, does not necessarily correspond with the degree of parental influence perceived by respondents. This also suggests that while parents may be actively engaged in their children's lives, it does not automatically translate to a higher perceived influence on their children's attitudes, behaviors, or decision-making processes. In other words, parents may be actively engaged in their children's academic lives without significantly impacting their academic decisions, or vice versa. Even so, this moderately low correlation implies that parental influence and involvement, although interconnected, may operate independently in shaping students' academic experiences. For instance, parental involvement may manifest through practical support, such as providing school supplies, while their influence over academic decisions may remain limited.

These results align with Assefa and Sintayehu's (2019) study, which found a statistically significant positive relationship between parental involvement and students' academic achievement; however, it noted that parental support in enhancing academic performance is only moderate.

Further supporting this perspective, Pandey and Thapa (2017) indicated that parental influence, particularly in terms of support and encouragement, positively correlates with students' academic performance. They argued that parental influence fosters confidence, self-concept, and self-reliance, with parental support being measured through interaction, satisfaction, and encouragement. Despite these findings, the moderately low correlation identified in the present study suggests that high levels of parental involvement do not necessarily translate to substantial parental influence on students' academic choices, attitudes, or performance.

Table 14. *Thematic Analysis of the Respondents' Perception on How Having Involved and Supportive Parents Help their School Performance and Success*

Theme	Sample Statements
Motivation	"Having supportive parents motivates me into my academics and keeps my mental health stronger." - "Involvement of parents boosts my motivation and confidence in skills, which will aid in improving my academic performance in school." - "They could encourage me to do well in my studies and inspire me to be the best version of myself – to thrive for success and achieve my endeavors in life."
Financial Resources	"It supports me in my tuition and financial requirements in school."
Awareness and Social Relationships	"By having supportive parents, they help me to make aware of my surroundings and make relationships in the social community."
Strict Parents	"Having strict parents keep me in an orderly manner and they always monitor me in my grades. And they keep me on track to my studies."
Does Not Have Any Effect	"I have no experience on this, but it depends to other students and I would say that it does not have any effect on me."

Table 14 shows the thematic analysis of the respondents' perception on how having involved and supportive parents help their school performance and success.

As can be seen in the table, the predominant theme revolves around the various ways parents support their children, encompassing emotional, mental, academic, and confidence-building aspects, as well as the motivations to inspire and encourage them. Notably, 184 students identified this theme in their responses to open-ended questions. The second most prevalent theme pertains to the financial support parents provide, including resources necessary for school, such as supplies and electronics, with seven students noting similar sentiments. The third theme focuses on how parents help their children become more aware of their surroundings and foster social relationships, which was highlighted by four students. Lastly, a smaller group of two students mentioned the strict monitoring by parents to maintain their academic performance, indicating that such was less commonly experienced among respondents.

These findings suggest that a significant number of students believe that supportive parenting plays a crucial role in enhancing their academic performance and overall emotional, mental, and moral well-being. Such support not only helps improve grades but also encourages students to put forth greater effort in their schoolwork.

Conversely, fewer students reported experiences related to financial support or strict parenting. This perspective is reinforced by the study conducted by Bonjoc et al. (2019) on parental motivation from the viewpoint of senior high school students. The latter study's results indicated that students acknowledged parental motivation as a positive influence on their academic tasks, demonstrating that parents play an essential role in motivating their children, particularly in completing homework. Additionally, parental support was found to be significant in encouraging participation in extracurricular activities, with students expressing strong agreement regarding their relationships with peers.

Similarly, a study by Inyang (2018) on parental motivation and academic performance among secondary school students revealed that consistent parental support throughout a child's educational journey positively impacts academic achievement. The analysis of the data indicated that parental involvement contributes to improved performance, particularly in subjects like politics and government.

Conclusions

The present study successfully identified various factors of parental influence and involvement that enhance students' academic performance. Key factors include parental motivation, gender, socioeconomic status, family structure, and students' previous academic achievements. These findings highlight the significant role that parental behaviors and actions play in shaping academic outcomes, although the study also revealed that high levels of parental involvement reported across sociodemographic groups do not always translate to statistically significant differences in academic success.

Despite this, valuable insights were gained into the complex dynamics between parental involvement and student performance, suggesting the need for further investigation, especially into student characteristics that may not have been fully captured in the present study. Since the research was based on self-reported data, future observational studies are recommended to better understand how external factors, such as socioeconomic status, tangibly influence parental involvement and its effects.

Based on these findings, the researchers recommend several actionable steps for both the university and future researchers. The university may utilize the insights from this study as a foundation for program proposals that promote stronger collaboration with the Parent-Teacher Association (PTA). This can be achieved through initiatives such as workshops, regular meetings, and continuous

communication designed to empower parents to play an active role in their child's education, thereby positively influencing student motivation and academic achievement.

Recognizing that the impact of parental involvement may differ depending on individual student needs, the school may also adopt tailored engagement strategies. These should be based on students' unique academic challenges and strengths to foster a more personalized support system. The integration of technology, through digital platforms that track assignments, grades, and attendance, may further enhance parental involvement by facilitating real-time communication between parents, teachers, and students.

For future researchers, it is recommended to involve parents directly in the research process to obtain more precise and holistic data. Expanding the scope of the study to include students from elementary, junior high school, and college levels will ensure a more inclusive representation of the school community. Additionally, future studies may explore how peer relationships and participation in extracurricular activities interact with parental involvement to influence academic performance.

Furthermore, examining the role of culture in shaping parental involvement can yield insights into its nuanced impact across diverse student populations. Researchers may also benefit from analyzing parental influence across various academic disciplines, such as mathematics, science, language, and the arts, to determine subject-specific effects and tailor interventions accordingly.

In conclusion, while this study sheds light on the critical role of parental involvement in academic success, it also opens new avenues for institutional action and further scholarly inquiry aimed at deepening our understanding and improving educational outcomes for all learners.

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