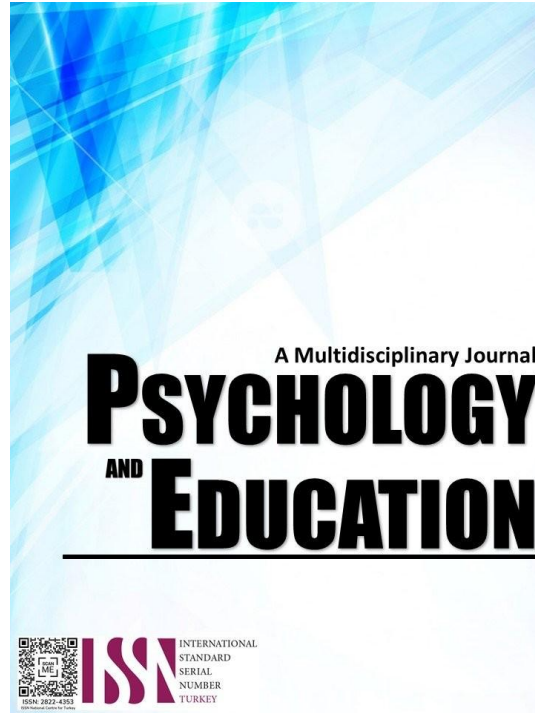


PARENTAL INVOLVEMENT: ITS EFFECT ON THE ACADEMIC PERFORMANCE



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Parental Involvement: Its Effect on the Academic Performance

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Abstract

The study investigated the effectiveness and importance of parental involvement in the academic performance of learners at Datu Macaorao Primary School in Marawi City and conducted during the School Year 2022-2023. The study aimed to determine the socio-economic profile of respondents, level of parental involvement, and the academic performance of learners. Results showed that parents exhibited a very high to high level of parental involvement, with significant associations between parental involvement and socio-economic profiles, particularly guardian type and education level. However, no significant correlations were found between parental involvement and learners' academic performance, except for a negative correlation between learning at home involvement and academic performance. The study concluded that parents' involvement in schooling is crucial for learners' academic success. Despite some socio-economic factors influencing parental involvement, the study highlighted the importance of fostering collaborative relationships between parents and schools to improve academic outcomes. The findings have implications for educators, policymakers, and parents seeking to enhance parental involvement and promote academic excellence.

Keywords: *academic performance, learning outcomes, parental involvement, socio-economic profile, and teacher-parent partnership*

Introduction

An effective parent-teacher partnership is one goal that schools purposely strive to achieve. Parents' involvement and cooperation with teachers are crucial in the education of learners, as they influence attitudes toward learning both inside and outside the school, especially at home. Consequently, parents' involvement is essential for creating a conducive learning environment that improves learners' academic achievement. Teacher-parent partnership is also regarded as a vital issue in pedagogy, requiring schools to encourage collaboration among parents and teachers in all school activities and programs. This underscores the need to conduct studies on parental involvement with the learners of Datu Macaorao Primary School, Marawi City.

Based on the researcher's collective teaching experiences, a noticeable disparity exists in parental involvement across different grade levels. Specifically, parental participation is significantly less observed in higher-grade levels, namely grades 4 and 6. In contrast, parental involvement is more evident and occasionally observed in lower-grade levels, spanning from kindergarten to grade 3 during their 3rd Quarter of the School Year 2022-2023.

Given the paramount importance of education in professional development, this study focuses on the family unit, emphasizing the significance of parent-child relationships. By fostering stronger family bonds, this research aimed to positively impact meaningful education and social endeavors, ultimately shaping competitive and efficient young professionals.

Most schools recognize the value of parental involvement, actively encouraging family members to participate in school programs and activities. Recent studies have underscored the importance of understanding the scope of influences on learners' education, informing this research's exploration of the impact of parental involvement on student outcomes (Acabado, 2018).

When parents actively participate in their children's education and academic pursuits, this is referred to as parental involvement. This idea covers a wide range of actions, such as helping kids study at home, taking part in school functions, interacting with teachers, and establishing learning objectives. Parental participation is generally defined as both direct efforts. Parents make efforts to support their children's academic success and have an indirect influence. They have set an example of favorable attitudes toward education. In India, the concept is often linked with the cultural emphasis on family roles in shaping educational outcomes. Parents' involvement plays a significant role in students' academic outcomes (Berkowitz et al., 2021).

The Department of Education (DepEd) recognized the significance of parental involvement in learners' academic performance. According to DepEd Order No. 72, s. 2009, parental involvement plays a vital role in preparing children for academic, moral, and spiritual development. The Department of Education (DepEd) emphasizes the importance of parental participation in school programs, particularly in the implementation of the Basic Education Learning Continuity Plan (BE-LCP).

The department encourages parents to engage in activities such as Facilitating Parent-Teacher Partnerships - Parents are encouraged to work closely with teachers to support learners' academic growth. Participating in School Programs - Parents can participate in school programs, such as parent-teacher associations (PTAs), to contribute to the overall development of learners. Supporting Learners' Welfare - Parents are expected to provide a supportive learning environment at home, ensuring learners' physical, emotional, and psychological well-being. Moreover, DepEd Order No. 13, s. 2022, provided guidelines on the regulation of operations of parent-teacher associations (PTAs), highlighting the importance of collaborative engagement among teachers, parents, and the community in supporting learners' welfare. By emphasizing parental involvement, the Department of Education (DepEd) aims to promote a

collaborative and supportive learning environment that fosters academic excellence and holistic development among learners.

Parent-Teacher Associations (PTAs) serve as a formal platform for collaboration between parents and schools, enabling collective involvement in the educational process. PTA involvement allows parents to contribute to school policies, organize community-building events, and address common concerns related to the academic and social welfare of students. This dimension is particularly effective in fostering a sense of shared responsibility among parents and educators. By supporting resources and networks that help disadvantaged children, PTAs contribute significantly to closing socio-economic divides, as claimed by Gordon and Cui (2018). PTAs are gaining popularity in India as a means to enhance accountability and transparency in schools, while also giving parents a voice in decision-making. Stronger parent-teacher relationships, increased communication, and greater results for students at all levels can result from effective PTA involvement.

Parental participation has been demonstrated to improve student engagement, behavioral competency, and academic results worldwide. For example, a study conducted in Turkey discovered a significant correlation between student achievement and strong parental expectations and aspirations. Kids view parental participation as a motivational element that prioritizes school-based activities over help with homework at home (Şengönül, 2019).

The researcher's firsthand experience with the challenges of catering to learners' needs motivates her to undertake this study. Despite numerous obstacles in the learning and teaching process, she emphasizes the importance of parental involvement in areas such as parenting, communication, volunteering, and community collaboration.

This study aimed to achieve a high level of efficiency and make a meaningful contribution to the existing body of knowledge. This study was conducted in the 3rd Quarter of the SY 2022-2023 at Datu Macaorao Primary School, Marawi City. Ultimately, the researcher hopes that this study inspires better parental support and fosters collaboration among community members, leading to improve academic performance that benefits not only the school, parents, and learners but also the broader community.

Research Questions

This study examined the effectiveness and importance of parental involvement in the academic performance of learners at Datu Macaorao Primary School in Barangay Tolali, Marawi City. Specifically, it sought to attain the following objectives:

1. To identify the socio-economic profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. parent/guardian;
 - 1.3. civil status;
 - 1.4. highest educational attainment; and
 - 1.5. occupation.
2. To determine the level of parental involvement to the learner of Datu Macaorao Primary School education in terms of:
 - 2.1. parenting;
 - 2.2. communicating;
 - 2.3. volunteering;
 - 2.4. learning at home; and
 - 2.5. collaboration with community.
3. To find out the 3rd Quarter Academic Performance of the learners.
4. To determine the significant relationship between the respondents' Socio-economic profile and the parental Involvement.
5. To determine the significant relationship between the socio-economic profile of the respondents and the academic performance of the learners.
6. To determine the significant relationship between parental involvement and academic performance.
7. To propose an Action Plan Program based on the results of the study.

Methodology

Research Design

The method used in this study was a descriptive-correlational research design to collect the data, specifically through the use of a survey questionnaire. It is descriptive because the study described the respondents' profile and parental involvement as independent variables and academic performance as the dependent variable. Additionally, it employs a correlational research design, as it allows for the correlation of two variables with one another.

Respondents

The respondents in this study were the parents/legal guardians of learners in all grade levels of Datu Macaorao Primary School during the 3rd Quarter of the 2022-2023 school year. This study focused on parental involvement in the academic performance of learners at Datu Macaorao Primary School. The researcher used a stratified sampling to select parent respondents by dividing the population into subgroups. There were one hundred (100) parents as respondents in the study, comprising fifty (50) males and fifty (50) females.

The researcher chose the parents in Datu Macaorao Primary School because the researcher wanted to examine how parent involvement increases a child's academic performance. The researcher used stratified random sampling. It is a method of sampling that involves dividing a population into smaller subgroups, known as strata. Suppose a researcher is examining a population of 100 parents and wants to use a sample of 149, stratified by grade level.

Instrument

In this study, an adapted questionnaire utilized from the study of Faye (2019) entitled "Parental Involvement in Relation to Academic Performance". The research instrument used in this study consisted of two parts. The first part was the socio-demographic of parents such as their age, parent/guardian, civil status, highest educational attainment, and occupation. The second part was the parents' involvement in their children's academic activities. To ensure linguistic and cultural appropriateness for the respondents, the questionnaire was translated into the Maranao language and was validated by Professor Ibrahim to ensure its accuracy and clarity. The questionnaire was thoroughly examined to ensure that it contained all the necessary information for the study. It also underwent content validity through survey questionnaire.

Procedure

In gathering the information needed from the participants, the researcher wrote a letter addressed to the Schools Division Superintendent of the Marawi City, asking permission to allow her to distribute the questionnaire to the parents of enrolled learners in Datu Macaorao Primary School. As soon as her request was approved, the researcher then personally conducted and distributed the questions by distributing the survey questionnaire to the respondents after school hours. The questionnaires were given to the respondents last February 2023.

To gather the data, participants were given a limited time to complete the test. The researcher immediately collected the instrument after everyone was done answering.

After a given period, all the data or questionnaires were then gathered, tabulated and analyzed to obtain the proper interpretations. Thus, the conclusion and recommendation of the study were formulated by the researcher.

Data Analysis

The data were tabulated and interpreted to acquire the actual information needed. The following statistical tools were employed to answer the different objectives presented: For objective 1, frequency and percentage were used to describe the socio-economic profiles of the respondents in terms of age, parent/guardian, civil status, highest educational attainment, and occupation. For objective 2, mean and standard deviation (SD) were used to figure out the level of parental involvement in terms of parenting, communicating, volunteering, learning at home, and collaboration with the community. For objective 3, frequency and percentage were used to find out the academic performance of the learners for the 3rd Quarter of the SY 2022–2023. For objective 4, multiple regression analysis (simultaneous entry) was used to determine the significant relationship between the socio-economic profiles and the level of parental involvement of the respondents. For objective 5, multiple regression analysis (simultaneous entry) was used to determine the significant socio-economic profile of parents and the academic performance of the learners. For objective 6, Pearson-r correlation was used to determine the significant relationship between the parental involvement and the academic performance of the learners. For Objective 7, an action plan was developed based on the study's results.

Ethical Considerations

Participation in this study was entirely voluntary. Informed consent was obtained from all respondents after they were informed of the study's purpose and their rights, including the right to withdraw at any time. Personal information was kept strictly confidential, and all data were anonymized. Ethical approval was secured from the authorized institutional ethics review committee prior to the study's commencement.

Results and Discussion

The information acquired to address the study's issues is presented in this section, which also examines and explains the information gathered by the researcher. Tables were used to support the presentation, interpretation, and analysis.

Socio-economic Profile of the Respondents in terms of Age, Parent/Guardian, Civil Status, Highest Educational Attainment, and Occupation

Table 1. *Age*

<i>Age (in years)</i>	<i>Frequency</i>	<i>Percentage (%)</i>
20-30	30	30.0
31-40	43	43.0
41-50	27	27.0
Total	100	100.0

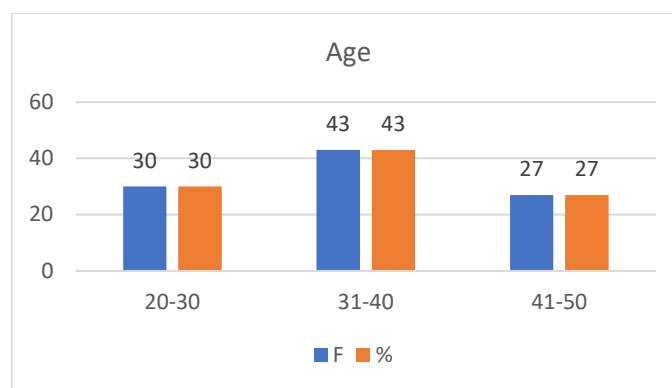


Figure 1. Age Profile

Table 2 presents frequency and percentage distribution of the respondents' age. As shown in the result, 43% of the respondents belonged to 31-40 years of age, 30% of them were having 20-30 years of age and 27% of them were having 41-50 years of age. The data gathered above implied that parental involvement in primary school learners and its effect on the learners' academic performance did not make an exclusive exception for any particular age group. This meant that all age groups are affected, as well as their socio-economic profile in terms of age, which is the core concern of this study.

According to data from the Philippine Statistics Authority (PSA, 2020), the age distribution of the population showed that individuals aged 20 to 30 years constituted 16.61%, those aged 31 to 40 years account for 13.62%, and those aged 41-50 years made up 8.68%. This demographic profile highlighted that a significant portion of the population fell within the young to middle adult age range, which may have implications for local workforce composition, service needs, and policy planning.

Table 2. Parent/Guardian

Parent/Guardian	Frequency	Percentage (%)
Father	34	34.0
Mother	42	42.0
Aunt	5	5.0
Uncle	2	2.0
Grand Parents	11	11.0
Sibling	6	6.0
Total	100	100.0

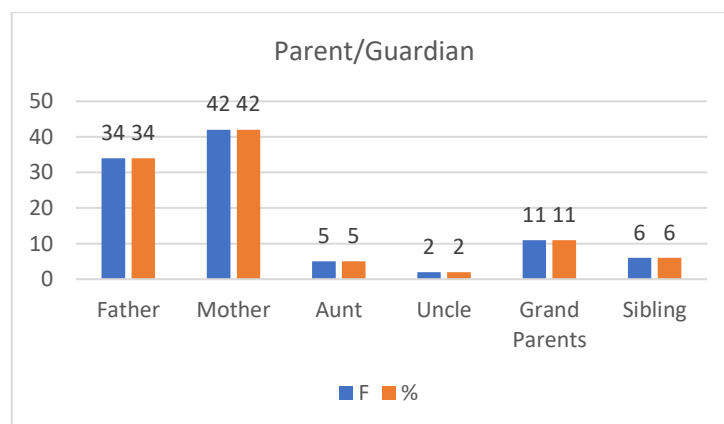


Figure 2. Parent/Guardian Profile

Table 2 (Figure 2) presents the profiles of the respondents' parents or guardians. The results described that 42% of the guardians were mothers, 34% were fathers, 11% were grandparents, and 6% were siblings. It implies that parental engagement ought to involve their readiness to participate in school activities, their initiative in reaching out to teachers, and their willingness to offer recommendations that would strengthen the school policy. For example, by speaking with teachers, parents can discover more about how well their kids are learning. As a result, they would be aware of the challenges their kids have faced and how they get along with other kids at school. Additionally, this would support parents in realizing their own potential and fostering a positive emotional connection with their children, which can benefit them in the long run.

The higher percentage of mothers may indicate that mothers hold expectations for their children's schooling and may communicate their expectations to their children. Schools are now largely responsible for educating students, both intellectually and socially, due to parents' absence of involvement and support in school activities (Amundson, 2018)

Parents (especially mothers) continue to be the primary guardians for most children; a significant portion of guardianship is transferred to non-parental figures, which may affect children's emotional, educational, and social development. Educational institutions and social services should consider this variability in guardianship when designing interventions, communication strategies, and support systems for students.

Parental involvement should be understood to encompass all methods of creating and preserving strong relationships with parents that go above and beyond the call of duty. This is in contrast to the limited perception that it is limited to matters like organizing parent-teacher conferences and including parents in school governance bodies (Ministry of Education, Arts & Culture, 2022).

Table 3. *Civil Status*

<i>Civil Status</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Married	80	80.0
Separated	12	12.0
Widowed	5	5.0
Single	3	3.0
Total	100	100.0

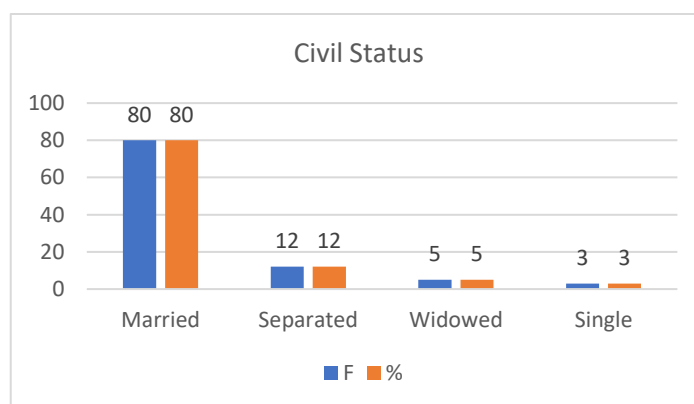
Figure 3. *Civil Status Profile*

Table 3 (Figure 3) presents the civil status of the respondents. Result showed that majority of the respondents were married, 12% of them were separated, 5% of them were widowed and 3% of them were single. It implied that the cases of married may presume to have more responsibilities and struggles in their situation compared to separated and widowed or single. It further implied that the children of low-income families benefit to most when parents are involved in the school and parents do not have to be socio-economic status in order to make a difference. The socio-economic standing of a parent or caregiver within a community refers to their financial and social standing (Aiken & Barbarin, 2018). Low socio-economic families encountered obstacles to parental involvement in the form of financial difficulties, inadequate pedagogical skills, and infrequent interactions with educators and schools (Horby & Lafaele, 2019).

Table 4. *Educational Attainment*

<i>Educational Attainment</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Elementary	21	21.0
High School	46	46.0
College	33	33.0
Total	100	100.0

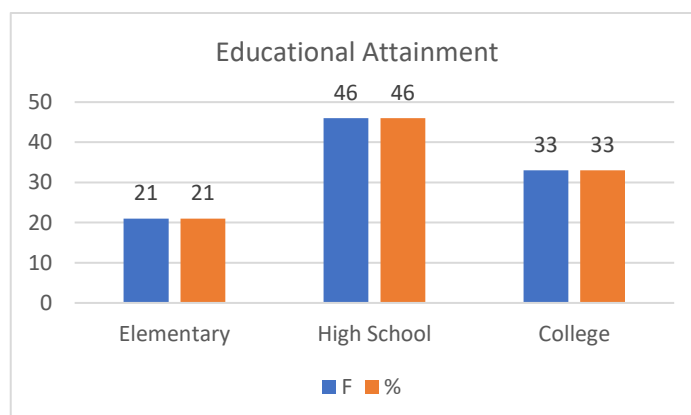
Figure 4. *Educational Attainment Profile*

Table 4 (Figure 4) presents the educational attainment of the respondents. Result showed that 46% of the respondents were high school level, 33% of them were college level and 21% of them elementary level. Education is about learning skills and knowledge. It also meant helping people learn how to do things and supporting them to think about what they had learned. It is also important for educators to teach ways to find and use information.

In addition, to encourage and assist their children, parents do not necessarily need to fully comprehend the academic work that their kids are doing. Additionally, parents can make arrangements for their child to receive help from peers, teachers, or other resource persons. Practices such as interactive homework, academy workshops for parents, homework hotlines, and learner-led parent-teacher conferences are also helpful in encouraging parental involvement and alleviating parents' anxiety about homework difficulty (Repelti, 2018).

Table 5. *Occupation*

<i>Occupation</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Employed	21	21.0
Unemployed	46	46.0
Self-employed	33	33.0
Total	100	100.0

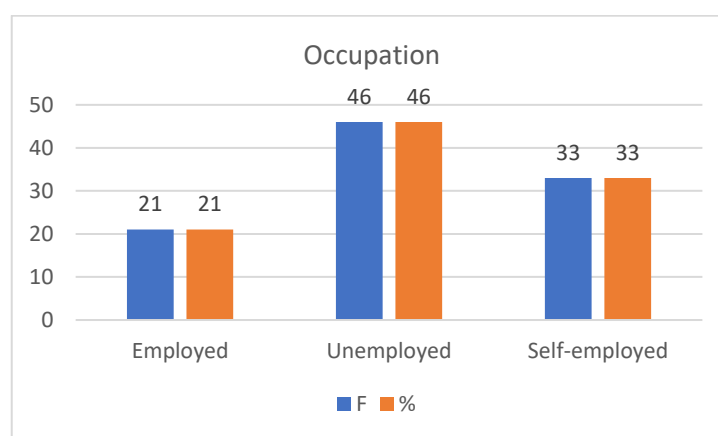
Figure 5. *Occupation Profile*

Table 5 (Figure 5) presents the occupation of the respondents. The results depicted that 46% of the respondents were unemployed, 33% were self-employed, and 21% were employed. In order to improve students' academic performance, the study recommends that schools should put in place systems to enhance parental involvement in education, the government should increase bursary allocation to students from poor families to retain them in school, and parents should be highly sensitized about the benefits of parental involvement in education.

To encourage and assist their children, parents do not necessarily need to comprehend the academic work that their kids are doing fully. Additionally, parents can make arrangements for their child to receive help from peers, teachers, or other resource persons. Practices such as interactive homework, academy workshops for parents, homework hotlines, and learner-led parent-teacher conferences are also helpful in encouraging parental involvement and alleviating parents' anxiety about homework difficulty (Repelti, 2018).

Level of Parental Involvement to the Learner of Datu Macaorao Primary School in terms of Parenting, Communicating, Volunteering, Learning at Home, and Collaboration with Community

Table 6. *Level of Parental Involvement in terms of Parenting*

<i>Parenting</i>	<i>Mean ± SD</i>	<i>Description</i>
1. I encourage my child to give importance on education.	3.77±.57	Always
2. I take my child to school.	2.97±.90	Often
3. I motivate my child to attend class every day.	3.63±.68	Always
4. I encourage my child to get a good grade.	3.77±.55	Always
5. I am strict when it came to school.	3.42±.93	Often
Total Measure	3.51±.55	Always

Note: 1.00–1.49 = Never; 1.50–2.49 = Seldom; 2.50–3.49 = Often; 3.50–4.00 = Always.

Table 6 presents the level of parental involvement in terms of parenting. Result revealed that two items tied for the highest mean score the "I encourage my child to give importance to education" with a mean of 3.77, \square .57 and "I encourage my child to get a good grade" with a mean of 3.77 \square .55. It indicated that parents prioritize academic encouragement and place a strong emphasis on the value of education and academic achievement. While the lowest-rated item was "I take my child to school".

This result suggests that verbal encouragement and emotional support from parents are highly important in education and consistently

motivate their children to attend class every day. They are also often strict when it comes to school and take their children to school.

The implication of these findings is that the parents of learners in Datu Macaorao Primary School were highly encouraged to be involved in their children's education, which plays a remarkable role in the students' achievement. In general, it could also be useful in managing the education of pupils and identifying the types of parental roles, such as monitoring desired developments, actively participating in parent-teacher conferences, assisting with school activities, learning at home, and communicating with teachers.

Parental involvement is a term that refers to the level of participation a parent has in their child's academics. In educational perspectives, it is very essential that parents have to actively participate and are regularly involve in their children's schooling, and it is traditionally believed that the more parents are committed to play a role in their children's studies, the more successful their children can ultimately be (Oranga et al., 2023).

Table 7. *Level of Parental Involvement in terms of Communicating*

<i>Communicating</i>	<i>Mean ± SD</i>	<i>Description</i>
1.I talk to my child's teacher about his/her difficulties at school.	3.17±.88	Often
2.I attended parent-teacher conferences.	3.16±.91	Often
3.I discuss issues that affect my child's learning specially in English, Math and Science.	3.21±.94	Often
4.I follow-up his report card after examination.	3.00±.96	Often
5.I always talk to my child regarding updates of his/her studies.	3.25±1.06	Often
Total Measure	3.16±.73	Often

Note: 1.00–1.49 = Never; 1.50–2.49 = Seldom; 2.50–3.49 = Often; 3.50–4.00 = Always.

Table 7 presents the level of parental involvement in terms of communicating. The results showed that the item "I always talk to my child regarding updates of his/her studies" recorded the highest mean of 3.25±1.06, indicating that parents most frequently engage in direct communication with their children about academic progress. While the lowest mean was found in the item "I follow-up his report card after examination", with a score of 3.00±.96.

This result revealed that while parents are generally communicative, there may be a need to encourage more involvement in academic follow-up activities. Schools can organize orientations to help parents understand how to interpret and act on their children.

The implication of parents from Datu Macaorao Primary School is highly encouraged to communicate with their children and teachers for updates and issues. In general, communicating is to transfer the information through the use of symbols between the school and home about the programs in the school. Communication has been defined as "the process of exchanging information between or among individuals, groups, institutions, and/or organizations in oral, written, or sign forms through any available media"

New frameworks for family engagement have also been proposed that have implications for school–home communication. Goodall (2022) described parent engagement as a "process to be lived," involving both relationship and action (as opposed to an outcome). Within this framework, communication is considered crucial to the relationship between teachers and parents, who are both active partners in the child's learning. Goodall's framework defined home–school communication as a process that supports the exchange of information, ideas, and understandings between school staff and families, in support of all aspects of learning.

A multitiered model of family engagement has also been proposed in which practices, services, and supports are categorized into different tiers available to staff and families in a flexible manner as needed (Bachman & Boone, 2022).

Indeed, the development of a trusting relationship with parents has been highlighted "before there is anything substantial to talk about" (Leenders et al., 2019). When teachers were asked how to build trust with parents, they identified the openness of the school, opportunities to communicate through informal contacts, as well as their own attempts to reach out to parents (Leenders et al., 2019).

Table 8. *Level of Parental Involvement in terms of Volunteering*

<i>Volunteering</i>	<i>Mean ± SD</i>	<i>Description</i>
1.I participate in parent - school activities.	2.70±1.01	Often
2.I volunteer to perform a task during Brigada Eskwela.	2.47±1.05	Seldom
3.I volunteer at school every program conducted.	2.56±1.03	Often
4.I participate in school-parent committee meetings.	2.77±.98	Often
5.I volunteer in assisting teachers and students.	2.62±.98	Often
Total Measure	2.62±.84	Often

Note: 1.00–1.49 = Never; 1.50–2.49 = Seldom; 2.50–3.49 = Often; 3.50–4.00 = Always.

Table 8 presents the level of parental involvement in terms of volunteering. Result showed that the item "I participate in school-parent committee meetings" recorded the highest mean of 2.77±.98 while "I volunteer to perform a task during Brigada Eskwela" had a lowest mean of 2.47±1.05. This result showed that the parents have oftentimes participate in school-parent committee meetings, participate in parent-school activities and volunteer in assisting teachers and students. But they seldom volunteer to perform a task during Brigada Eskwela.

The implication of parents of Datu Macaorao Primary School has a big role in school in term of volunteering. It helps to make friends,

improves socialization, and allows for learning new skills, as well as training that involves families as both volunteers and audience members at the school.

Ellis Paine et al. (2020) stated that a parent's past volunteering experience affects the likelihood of other family members volunteering in the future. He also states that members who volunteer together can strengthen family relationships. Families guide children and urge them to do certain things. They may also prevent children from doing things, or encourage them to do other things, such as participating in voluntary work, based on what the parents believe in.

Therefore, the participation of children in voluntary work, as well as the extent of their involvement, depends largely on the support of their family and encouragement from them to participate in solving society's problems by dedicating time, energy, and effort to the voluntary work that society needs. Shweihat et al. (2019) pointed out that there are obstacles to the participation of children in voluntary work as a result of the absence of family awareness of the importance of voluntary work toward the development of the society.

Table 9. Level of Parental Involvement in terms of Learning at Home

<i>Learning at Home</i>	<i>Mean ± SD</i>	<i>Description</i>
1. There are many children books in our house.	2.03±.98	Seldom
2. Reading books is a regular activity in our home.	2.27±.86	Seldom
3. I read to my child every day.	2.50±1.01	Often
4. I help my child develop good study habit.	3.06±1.05	Often
5. I monitor the homework of child.	2.95±.98	Often
Total Measure	2.56±.78	Often

Note: 1.00–1.49 = Never; 1.50–2.49 = Seldom; 2.50–3.49 = Often; 3.50–4.00 = Always.

Table 9 presents the level of parental involvement in terms of learning at home. Result showed that item "I help my child develop good study habit" got the highest mean of 3.06±1.05 while the item "There are many children books in our house" scored the lowest mean of 2.03±.98. The respondents perceived that they oftentimes help their children develop good study habit, monitor their children's homework and read to their children every day. However, they seldom provide books for their children to read at home.

The implication of learners in Datu Macaorao Primary School has a responsibility to socialize and educate children, which is a shared obligation between parents and schools. Moreover, education begins at home. For a child to achieve academically, parents must be involved and participate in the educational process by learning at home. The more parental involvement, the more students are likely to become productive members of society as well as excel in academics. Parental involvement impacts student academics.

Parental time spent with their child is the best investment in increasing the child's human capital. For example, McDowell (2018) have shown that parental involvement during a child's formative years significantly influences their cognitive development, literacy, and numeracy skills.

Table 10 presents the level of parental involvement in terms of collaborating with community. Result depicted that the item "I encourage my child to join extracurricular activities" got the highest mean of 3.34±.88 while the lowest mean of 3.03±.82 in the item "I let my child play after class hour". The respondents were often supported their children in their extracurricular activities, encouraged to participate in school programs and let their children play after class hour.

Table 10. Level of Parental Involvement in terms of Collaborating with Community

<i>Collaborating with Community</i>	<i>Mean ± SD</i>	<i>Description</i>
1. I let my child play after class hour.	3.03±.82	Often
2. I encourage my child to participate in school programs.	3.26±.96	Often
3. I encourage my child to join extracurricular activities.	3.34±.88	Often
4. I support my child in his extracurricular activities.	3.41±.83	Often
5. I encourage my child to join field trips and tree planting activities.	3.17±.90	Often
Total Measure	3.24±.77	Often

Note: 1.00–1.49 = Never; 1.50–2.49 = Seldom; 2.50–3.49 = Often; 3.50–4.00 = Always.

The implications of Parents of Learners in Datu Macaorao Primary School were often supportive to their children. They are encouraged to participate for their children progress in term of collaborating with community or their extracurricular activities.

In addition, the researcher believed that the distance between the actual developmental level, as determined by independent problem solving, and the level of potential development, as determined through problem solving under adult guidance or in collaboration with more capable peers.

Parent and community involvement in education stands as a cornerstone for the holistic development of learners and the broader enhancement of societal well-being (Li & Zhang, 2023). The significance of such involvement cannot be overstated, as it extends beyond the confines of classroom walls and into the fabric of communities (Hamm et al., 2021).

Collaboration between parents' communities and educational institutions not only enhances academic achievements but also nurtures individuals equipped with the skills and values necessary for meaningful societal contributions (Cordova Jr et al., 2024).

Table 11. Consolidated Findings of the Level of Parental Involvement

<i>Collaborating with Community</i>	<i>Mean ± SD</i>	<i>Description</i>
Parenting	3.51±.55	Always
Communicating	3.16±.73	Often
Volunteering	2.62±.84	Often
Learning at Home	2.56±.78	Often
Collaborating with Community	3.24±.77	Often
Total Measure	3.02±.57	Often

Note: 1.00–1.49 = Never; 1.50–2.49 = Seldom; 2.50–3.49 = Often; 3.50–4.00 = Always.

Table 11 presents the consolidated findings of the level of parental involvement. Result displayed that the parents manifested a very high to high level of parental involvement. The parents showed a very high level of parenting, followed by high level of collaboration with community, communicating, volunteering and learning at home.

These consolidated findings implication that parents of learners in Datu Macaorao Primary School involvement is very crucial. They are encouraged to continue to participate. The researcher believed that the more parental involvement, the more students are likely to become productive members of society as well as excel in academics. Parental involvement impacts student academics.

Moreover, parents are one of the most significant factors in the development of the children. This is due to the authority and skill they have to shape and develop their children into motivated, inspired and lenient people with their explicit involvement in the process of learning activities.

According to Sohan (2021), parental involvement in a child's education has a profound effect on academic success beyond race or economic background. A need for appropriate instructions, policies, and procedure to include parents in school is critical, and any administrator should have priority.

Academic Performance of the learners.

Table 12. Academic Performance of the Learners

<i>Grades</i>	<i>Performance Level</i>	<i>F</i>	<i>%</i>	<i>Mean ± SD</i>
60-74	Did not Meet Expectation	0	0.0	78.28±2.14
75-79	Fairly Satisfactory	77	77.0	
80-84	Satisfactory	22	22.0	
85-89	Very Satisfactory	1	1.0	
90-100	Outstanding	0	0.0	
Total		100	100.0	

Table 12 presents the academic performance of the learners for the 3rd Quarter of the SY 2022-2023. The result revealed that the mean grade for the group is 78.28 with a standard deviation of 2.14 and majority of the students' performance level fall to "Fairly Satisfactory" with a frequency of 77%, scoring between 75 and 79. Additionally, 22% of the learners achieved a "Satisfactory" rating (80-84), while only 1% reached the "Very Satisfactory" level (85 to 89). Notably, no learners were classified under "Outstanding" (90-100) or "Did Not Meet Expectations" (60-74), indicating that all students met the minimum performance standards.

The result indicated a consistent but moderate academic performance, with a need for strategies that encourage learners to progress toward higher achievement levels. The implication was "no child left behind" if parents and the school worked together as partners to provide the best education for the pupils.

Moreover, parent involvement in a child's education is a key issue ensuring students' success, growth and development in life. Students will take education more seriously, perform well academically, display better behavior in school, and assume greater responsibility for their actions when they find their parents are actively involved.

Cited by Boonk et al. (2018) there were other scholars avoided general definitions of parental involvement and define it in a specific context according to where it takes place; either at school or at home. Both parental home/school-based involvement is defined as parental practices that are related to their children's learning. Helping kids with their homework, talking to them about school, setting high standards, supporting their academic success, and providing a structured environment that promotes learning are all examples of home-based involvement.

In addition, parental involvement in general terms may refer to the parents' participation in their children's learning or parents' practices with the target to improve and enhance learning outcomes of children. Parental involvement had been defined differently by many studies (Cross et al., 2018; Oranga et al., 2023).

Boonk et al. (2018) mentioned that parental participation can be categorized into two types: school-based and home-based. The main activities of parental home-based involvement include discussions about school-related matters with children at home, monitoring and assisting with homework, and supervising children's learning activities. Whereas parental school-based involvement is referring to the parental practices at their children's schools such as their attendance in teacher-parent conference, volunteering in schools' activities

and so on. Such kind of differences in definitions of types of parental involvement make it hard to access the existing knowledge in this field, and it can result into contradiction in the study's findings (Boonk et al., 2018).

Significant Relationship Between the Socio-Economic Profile and the Parental Involvement of the Respondents

Table 13 presents the regression analysis with simultaneous entry, relating parenting to the socio-economic profile. It revealed effect of various socio-economic predictors on parenting behavior using regression analysis. It shows that parenting behavior is significantly influenced by a parent's role, education and employment status.

Mothers, compared to fathers, showed significantly different parenting outcomes. Parents with a college education and those who are unemployed also differed significantly in their parenting compared to those with only elementary education and those who are employed, respectively.

The $r^2=0.243$ entailed that the socio-economic profiles accounted 24.3% of the variance of parenting involvement of the parents. The ANOVA for regression was significant ($F = 3.21$, $p = .002$). This signified that the estimated regression model does significantly associate the parenting involvement of the parents. Thus, the mother guardian, college education and unemployed parents have significantly high level of parenting involvement compared to those father guardian, elementary education and employed parents.

Table 13. Regression Analysis with Simultaneous Entry Relating Parenting by Socio-Economic Profile

<i>Predictors</i>	<i>Unstandardized Coefficient</i>		<i>Standardized Coefficients</i>	t-value	P-value	Remarks
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>			
Age						
31-40 – 20-30	-.130	.127	-.238	-1.027	.307	Not significant
41-50 – 20-30	.167	.136	.306	1.232	.221	Not significant
Guardian						
Mother – Father1	.244	.118	.446	2.056*	.043	Significant
Relatives – Father1	-.269	.148	-.492	-1.810	.074	Not significant
Civil Status						
Non-married – married1	-.017	.130	-.031	-.130	.897	Not significant
Education						
High School – Elementary1	.153	.145	.280	1.051	.296	Not significant
College – Elementary1	.499	.143	.914	3.486**	<.001	Significant
Occupation						
Unemployed – employed1	.297	.145	.544	2.052*	.043	Significant
Self-employed – employed1	.116	.145	.213	.802	.424	Not significant

Note: 1reference level

ANOVA for Regression: $F=3.21$, $p=.002$

$R\text{-square} = 0.243$ *-significant at 0.05 level

**=significant at 0.01 level

These findings were significant because they revealed which groups of parents are more likely to engage in their children's education at home, enabling schools and educators to identify which parents may require additional encouragement or support to become more involved. The regression model explained 24.3% of the variation in parenting involvement, which is a meaningful portion.

The significant ANOVA result ($F = 3.21$, $p = .002$) confirmed that the model reliably explained the connection between socio-economic background and parenting involvement. In short, the findings are significant because they offered data-driven insights for schools to tailor their parent engagement strategies based on key socio-economic factors.

The implication of significant relationship between the socio-economic profile and the parental involvement of the respondents in Datu Macaorao Primary School mother guardian, college education, and unemployed occupation profile of the respondents were significantly associated with their parenting involvement. Other factors like age, civil status, and high school education did not show a significant impact.

However, the importance of supporting parental education and employment to strengthen parenting practices. Involvement of parents in education is considered among the most important factors in increasing the efficiency and quality of education because both home and school environments affected a child's development.

Therefore, it can be said that family is an important component of the school environment. Whilst the meaning and significance of parental involvement are the starting point of this study, determining the level of involvement of families in educational activities at schools in terms of their socio-economic status is the main purpose of this study.

Considering that research on parental involvement in schools in terms of the socio-economic status of parents is scarce, the present study may serve as an important data source for researchers and policymakers in regard to comparing the effects of this involvement.

Table 14 shows the regression analysis with simultaneous entry relating communicating and the socio-economic profile. It revealed several predictors with negative t-values, indicating an inverse relationship with parenting communication. Notably, the guardian type showed a significant negative effect: learners under the care if relatives (compared to fathers) demonstrated significantly lower level of communication ($t=-2.156$, $p=-0.34$). It suggested that non-parental guardians may struggle with effective parenting communication, pointing to the need for targeted support. Additionally, although not statistically significant, parents aged 31-40 ($t=1.504$, $p=.136$), non-

married parents ($t=0.348$, $p=.729$), and self-employed parents ($t=-0.509$, $p=.612$) all showed tendencies toward reduced communication.

Table 14. *Regression Analysis with Simultaneous Entry Relating Communicating by Socio-Economic Profile*

Predictors	Unstandardized Coefficient		Standardized Coefficients	t-value	P-value	Remarks
	B	Std. Error	Beta			
Age						
31-40 – 20-30	-.254	.169	-.346	-1.504	.136	Not significant
41-50 – 20-30	.404	.181	.550	2.231*	.028	Significant
Guardian						
Mother – Father1	.045	.158	.061	.284	.777	Not significant
Relatives – Father1	-.427	.198	-.581	-2.156*	.034	Significant
Civil Status						
Non-married – married1	-.060	.174	-.082	-.348	.729	Not significant
Education						
High School – Elementary1	.446	.194	.607	2.301*	.024	Significant
College – Elementary1	.796	.191	1.083	4.165**	<.001	Significant
Occupation						
Unemployed – employed1	.236	.193	.321	1.223	.224	Not significant
Self-employed – employed1	-.098	.193	-.134	-.509	.612	Not significant

Note: 1 = reference level; ANOVA for Regression: $F = 3.43$, $p = .001$; R -square = 0.255; * = significant at 0.05 level; ** = significant at 0.01 level.

The regression model was significant, explaining 25.5% of the variance, indicating a strong relationship between these socio-economic profiles and communication involvement. These findings are important because they help identify which groups may require additional support to enhance communication between home and school.

The implication that communication means two-way communication between home and school that enabled the transfer of knowledge about the curriculum and the child. Hence, there was a significant relationship between the socio-economic profile and the communicative involvement of the respondents in Datu Macaorao Primary School. The 41-50 years of age, relative guardian, high education, and college education profiles of the respondents were significantly associated with their level of communication involvement. However, age (31-40 vs. 20-30), guardian status, non-marital status, and occupation were not significantly related to their level of communication involvement. The ANOVA for regression was significant, suggesting that the estimated regression model does associate significantly with the communicating involvement of the parents. Thus, the 41-50 years of age group, high school and college education parents have significantly high level of communicating involvement compared to those 20-30 years of age group and elementary education parents.

According to the research on Parental involvement and students' academic achievement anchored by Munthe and Westergård (2023) teachers and administrators provided knowledge to the parents about the progress of the student at school in a systematic way. Regular meetings at schools, sending forms to the homes, and informing parents through the internet or telephone could be counted among these activities.

Table 15. *Regression Analysis with Simultaneous Entry Relating Volunteering by Socio-Economic Profile*

Predictors	Unstandardized Coefficient		Standardized Coefficients	t-value	P-value	Remarks
	B	Std. Error	Beta			
Age						
31-40 – 20-30	-.275	.201	-.329	-1.366	.175	Not significant
41-50 – 20-30	-.046	.216	-.055	-.214	.831	Not significant
Guardian						
Mother – Father1	-.080	.188	-.095	-.423	.673	Not significant
Relatives – Father1	-.660	.236	-.789	-2.796**	.006	Significant
Civil Status						
Non-married – married1	-.024	.207	-.029	-.116	.908	Not significant
Education						
High School – Elementary1	.398	.231	.476	1.722	.088	Not significant
College – Elementary1	.506	.228	.606	2.222*	.029	Significant
Occupation						
Unemployed – employed1	-.390	.230	-.467	-1.696	.093	Not significant
Self-employed – employed1	-.458	.231	-.548	-1.987*	.050	Significant

Note: 1 = reference level; ANOVA for Regression: $F = 2.23$, $p = .027$; R -square = 0.183; * = significant at 0.05 level; ** = significant at 0.01 level.

Table 15 presents the regression analysis with simultaneous entry, relating volunteering to the socio-economic profile. Result showed a significant relationship with volunteering. First, the type of guardian was significant, specifically when comparing relatives to fathers. This entailed that the relative has lower volunteering involvement over the father guardian ($p=.0006$). Second, education level also played a role; parents with a college education had a better volunteering level compared to those with elementary education ($p = .029$). Lastly, employment status was found to be significant, with self-employed parents having lower volunteering involvement compared

to employed parents ($p = .050$).

However, several predictors did not have a significant effect on volunteering which include the age (both 31-40 and 41-50 compared to the reference group of 20-30), guardian type (mother versus father), civil status (non-married versus married), education level (high school versus elementary), and employment status (unemployed versus employed) were not significantly related to their volunteering involvement.

The implication that volunteering means organizing and recruiting the parents to help and support the activities in the classroom or at school. Thereof, the significant relationship between the socio-economic profile and the volunteering of the respondents in Datu Macaorao Primary School, the relative guardian, college education, and self-employed profiles of the respondents were significantly associated to their level of volunteering involvement. However, age, guardian status, marital status, education, and occupation were not significantly related to their volunteering involvement. The ANOVA for regression was significant, which suggested that the estimated regression model did not significantly associate the volunteering involvement of the parents. Thus, the relative guardian and self-employed parents have a significantly lower level of volunteering involvement compared to the father guardian and employed parents. According to the research confirms that socio-economic conditions are powerful predictors of volunteering, it show that individuals in economically disadvantaged areas participate less in volunteering (Nesbit et al.,2024).

Table 16 shows the regression analysis with simultaneous entry relating learning at home and the socio-economic profile. Result revealed that only education level (college vs elementary) found to be statistically significant ($t=2.199$, $p=.030$) profiles of the respondents was significantly associated to their level of learning at home involvement. This result entailed that the parents with college education have better learning at home involvement over to the parents with elementary education. However, all other socio-economic variables were not statistically significant, indicating that they did not have a reliable influence on learning at home.

Table 16. Regression Analysis with Simultaneous Entry Relating Learning at Home by Socio-Economic Profile

Predictors	Unstandardized Coefficient		Standardized Coefficients	t-value	P-value	Remarks
	B	Std. Error	Beta			
Age						
31-40 – 20-30	-.146	.187	-.188	-.781	.437	Not significant
41-50 – 20-30	.146	.201	.188	.725	.470	Not significant
Guardian						
Mother – Father1	.096	.175	.123	.546	.586	Not significant
Relatives – Father1	-.070	.219	-.090	-.319	.750	Not significant
Civil Status						
Non-married – married1	-.198	.193	-.255	-1.028	.307	Not significant
Education						
High School – Elementary1	-.079	.215	-.102	-.367	.715	Not significant
College – Elementary1	.466	.212	.600	2.199*	.030	Significant
Occupation						
Unemployed – employed1	-.235	.214	-.302	-1.097	.276	Not significant
Self-employed – employed1	-.279	.214	-.359	-1.299	.197	Not significant

Note: 1 = reference level; ANOVA for Regression: $F = 2.19$, $p = .030$; $R\text{-square} = 0.180$; * = significant at 0.05 level.

The $r^2=0.180$ showed that the socio-economic profiles accounted for 18.0% of the variance of learning at home of the parents. The ANOVA for regression was significant ($F=2.19$, $p=.030$), which suggested that the estimated regression model does significantly associate the learning at home involvement of the parents. Thus, the parents with college education have higher learning at home involvement over the parents with elementary education.

The implication is that learning at home is to inform parents to help their children at home with doing their homework, course activities and plans; organizing seminars, conferences and reading activities for parents at school. Therefore, the significant relationship between the socio-economic profile and learning at home of the respondents in Datu Macaorao Primary School. The College education profiles of the respondents were significantly associated with their level of involvement in learning at home. However, the age, non-married status, education, and occupation were not significantly associated to their learning at home involvement. The model was significantly associated with the parents' involvement in learning at home. Thus, the parents with college education have higher learning at home involvement over the parents with elementary education. Parental education is positively associated with home learning involvement, especially among college-educated parents (Yulianti et al.,2021).

Table 17 shows the regression analysis with simultaneous entry relating collaboration and the socio-economic profile. Result depicted that the age (31-40 vs. 20-30 and 41-50 vs. 20-30), guardian (mother vs father, relative vs. father), non-married status, education (high school vs. elementary, college vs. elementary) and occupation (unemployed vs. employed, self-employed vs. employed) were not significantly associated to their collaboration involvement. The $r^2 = 0.143$ showed that the socio-economic profiles accounted for 14.3% of the variance in parental collaboration. The ANOVA for regression was insignificant ($F=1.67$, $p=.108$), which suggested that the estimated regression model does not significantly associate the learning at home involvement of the parents. Thus, the socio-economic profiles were not associated to their collaboration involvement.

Table 17. Regression Analysis with Simultaneous Entry Relating Collaboration by Socio-Economic Profile

Predictors	Unstandardized Coefficient		Standardized Coefficients	t-value	P-value	Remarks
	B	Std. Error	Beta			
Age						
31-40 – 20-30	-.206	.190	-.267	-1.084	.281	Not significant
41-50 – 20-30	.124	.203	.161	.609	.544	Not significant
Guardian						
Mother – Father1	.236	.177	.307	1.329	.187	Not significant
Relatives – Father1	-.193	.222	-.251	-.867	.388	Not significant
Civil Status						
Non-married – married1	-.328	.195	-.427	-1.683	.096	Not significant
Education						
High School – Elementary1	.067	.218	.087	.309	.758	Not significant
College – Elementary1	.292	.214	.380	1.362	.177	Not significant
Occupation						
Unemployed – employed1	-.137	.217	-.178	-.633	.528	Not significant
Self-employed – employed1	-.133	.217	-.173	-.613	.542	Not significant

Note: 1 = reference level; ANOVA for Regression: $F = 1.67$, $p = .108$; R-square = 0.143; not significant at 0.05 level.

The implication of significant relationship between the socio-economic profile and collaboration of the respondents in Datu Macaorao Primary School. The age, guardian status, non-marital status, education, and occupation were not significantly associated with their involvement in collaboration. The model does not significantly associate the learning at home involvement of the parents. Thus, the socio-economic profiles were not associated to their collaboration involvement.

Collaborating with community involves transferring the information on strengthening curriculum and the health and culture of the society with the help of the community. Consequently, students could carry out community service practices (such as recycling, drawing, music and drama, etc.). In addition, activities to be carried out in cooperation with alumni could be counted in this theme. Higher-educated parents are more likely to initiate and maintain collaborative relationships with teacher and school staff, due to better communication skills and greater familiarity with the education system (Yulianti et al., 2021).

Table 18 shows the regression analysis with simultaneous entry relating parental involvement and the socio-economic profile. The results showed that the relative guardian ($B = -.572$, $t = -2.109$, $p = .038$), college education ($B = .906$, $t = 3.456$, $p < .001$), and profiles of the respondents were significantly associated with their level of parental involvement. This result indicated that the relative has lower parental involvement over the father guardian, and the parents with college education have better parental involvement over to parents with elementary education. However, the age (31-40 compared to 20-30) has a negative t-value of -1.544, indicating a slight tendency for lower involvement among the 31-40 age group, but the p-value of .126 means this is not statistically significant. Similarly, Civil Status (non-married vs married) has a t-value of -0.932 and $p = .354$, also not significant. These results suggest that, although the direction of the relationship is negative, the difference is not strong enough to rule out chance.

Table 18. Regression Analysis with Simultaneous Entry Relating Parental Involvement (Total Measure) by Socio-Economic Profile

Predictors	Unstandardized Coefficient		Standardized Coefficients	t-value	P-value	Remarks
	B	Std. Error	Beta			
Age						
31-40 – 20-30	-.202	.131	-.358	-1.544	.126	Not significant
41-50 – 20-30	.159	.140	.281	1.132	.261	Not significant
Guardian						
Mother – Father1	.108	.123	.191	.882	.380	Not significant
Relatives – Father1	-.324	.153	-.572	-2.109*	.038	Significant
Civil Status						
Non-married – married1	-.125	.135	-.222	-.932	.354	Not significant
Education						
High School – Elementary1	.197	.150	.349	1.311	.193	Not significant
College – Elementary1	.512	.148	.906	3.456**	<.001	Significant
Occupation						
Unemployed – employed1	-.046	.150	-.081	-.306	.760	Not significant
Self-employed – employed1	-.170	.150	-.302	-1.137	.259	Not significant

Note: 1 = reference level; ANOVA for Regression: $F = 3.23$, $p = .002$; R-square = 0.244; * = significant at 0.05 level; ** = significant at 0.01 level.

The $r^2 = 0.244$ showed that the socio-economic profiles accounted for 24.4% of the variance in parental involvement of the parents. The ANOVA for regression was significant ($F = 3.23$, $p = .002$), which meant that the estimated regression model does significantly predict the parental involvement of the parents. Thus, the father guardian and parents with college education have better parental involvement over the relative guardian and parents with elementary education.

It is important, as the regression analysis showed that two socio-economic profiles — guardian type and educational attainment —

significantly influence parental involvement. Specifically, parents with college education were more involved than those with only elementary education, and father guardians were more involved than relatives acting as guardians. These findings are significant because they highlight which parent groups are more engaged in their children's education and which may need additional support. The model accounted for 24.4% of the variation in parental involvement and was statistically significant, indicating that these factors play a meaningful role in shaping how actively parents participate in their child's learning.

The implication is that parental involvement in their children's schooling has long been recognized as a critical component of good education, and the social-economic factors were not significant. Therefore, the relationship between the socio-economic profile and Parental Involvement of the respondents in Datu Macaorao Primary School. Most negative t-values in the table suggest a trend where certain groups are associated with slightly lower parental involvement, but these effects are mostly not significant, with the exception of guardianship by relatives, which shows a significant and negative influence on parental involvement.

Additionally, parental involvement is a term stands for the amount of participation a parent hold in their kids' academics. In educational perspectives, it is very essential that parents have to participate actively and regularly involve in their children's schooling, and it is traditionally believed that the more parents are committed to play a role in their children's studies, the more successful their children can ultimately be (Oranga et al., 2023).

Significant Relationship of Socio-economic Profile of Parents and the Academic Performance of the Learners.

Table 19. Regression Analysis with Simultaneous Entry Relating Academic Performance by Socio-Economic Profile

Predictors	Unstandardized Coefficient		Standardized Coefficients	t-value	P-value	Remarks
	B	Std. Error	Beta			
Age						
31-40 – 20-30	-.694	.539	-.324	-1.286	.202	Not significant
41-50 – 20-30	-1.120	.578	-.523	-1.938	.056	Not significant
Guardian						
Mother – Father1	-.150	.505	-.070	-.297	.767	Not significant
Relatives – Father1	-.001	.632	-.4.86e-4	-.002	.999	Not significant
Civil Status						
Non-married – married1	-.361	.554	-.169	-.651	.517	Not significant
Education						
High School – Elementary1	-.447	.619	-.209	-.721	.473	Not significant
College – Elementary1	-.716	.610	-.334	-1.173	.244	Not significant
Occupation						
Unemployed – employed1	.673	.616	.314	1.093	.277	Not significant
Self-employed – employed1	.198	.618	.093	.321	.749	Not significant

Note: 1 = reference level; ANOVA for Regression: $F = 1.20$, $p = .307$; $R\text{-square} = 0.107$; not significant at 0.05 level ($p\text{-value} > 0.05$)

Table 19 presents the regression analysis with simultaneous entry, relating academic performance to socio-economic profile. Result revealed that the age (31-40 vs. 20-30 and 41-50 vs. 20-30), guardian (mother vs father, relative vs. father), non-married status, education (high school vs. elementary, college vs. elementary) and occupation (unemployed vs. employed, self-employed vs. employed) were not significantly associated to academic performance of the learners.

The $r^2=0.107$ showed that the socio-economic profiles accounted for 10.7% of the variance of academic performance of the learners. The ANOVA for regression was insignificant ($F=1.20$, $p=.307$), which suggested that the estimated regression model does not significantly associate the academic performance of the learners. Thus, the socio-economic profiles were not associated to the academic performance of the learners.

The implication is that the parental socio-economic status and parental educational background did not have significant effect on the academic performance of the students. Therefore, the significant relationship between the socio-economic profile of parents and the academic performance of the learners of Datu Macaorao Primary School. The age, guardian, non-marital status, education, and occupation were not significantly associated with the academic performance of the learners. The ANOVA for regression was insignificant, suggesting that the estimated regression model does not significantly associate with the academic performance of the learners. Thus, the socio-economic profiles were not associated to the academic performance of the learners.

Education not only provides knowledge and skills, but also inculcates values, trains instincts, and fosters the right attitude and habits. A recent wave of literature has established a significant link between a family's socio-economic status and the learning environment available to children. It is widely believed that the social and economic status of parents can contribute significantly to student success at educational institutes. Families from the low socio-economic status group are less likely to have economic resources or time available to provide due academic support to their children. Existing literature in this field suggests that children's initial reading capability is largely associated with the home literacy environment, the number of books owned, and parental support (Barbarin & Aikens, 2019). However, parents from low socio-economic status groups may be powerless to afford resources such as books, computers, or tutors to create this helpful literacy environment (Orr, 2023). The economic status of parents, their education and reading habits are linked to each other. Moreover, parental education and reading habits have a significant influence on their kid's motivation towards learning.

Significant Relationship Between Parental Involvement and Learners' Academic Performance.**Table 20. Relationship Between Parental Involvement and Learners' Academic Performance**

Variables	Academic performance		Remarks
	r-value	p-value	
Parenting	-.082	.416	Not significant
Communicating	-.043	.674	Not significant
Volunteering	-.161	.110	Not significant
Learning at Home	-.213*	.033	Significant
Collaboration	.008	.941	Not significant
Total Measure	-.086	.397	Not significant

Note: *significant at .05 level

Table 20 presents the relationship between the parental involvement and the learners' academic performance using the Pearson Correlation analysis. The results showed that parental involvement (total measure) and the academic performance of the learners were not significantly correlated ($r = -0.086$, $p = .397$). In addition, the result also reflected that the learners' academic performance was not associated and were all found to be not statistically significant to their parenting, communicating, volunteering and collaboration involvement ($p\text{-value} > 0.05$). However, "the learning at home" shows a statistically significant relationship with academic performance ($r = -0.213$, $p = 0.033$), although the correlation is negative. Additionally, it suggests that as learning at home increases, academic performance tends to decrease slightly, which may be attributed to several possible factors such as ineffective support strategies at home or lack of alignment with school-based learning.

The concept study of parental involvement in education has been shown to have a positive impact on student academic performance. A study conducted by Yang et al. (2023) found that parental involvement is among the most crucial aspects of social support for students' school engagement and achievement. School engagement refers to the extent to which students are involved and committed to their learning and school activities, and it is considered a key predictor of academic achievement. The review work on the relationship between parental involvement and student engagement is largely lacking, but studies have shown that parental involvement in schools has been linked to academic achievement by enhancing students' motivation, self-regulation, and self-efficacy.

In terms of study habits, a survey conducted by Ranganathan et al. (2022) found that parental involvement in academic performance of children is positively correlated. Study habits refer to the behaviors and strategies that students employ to facilitate their learning and academic success, including time management, goal setting, note-taking, and test preparation. However, the survey also found that the level of parental involvement varies depending on the socio-economic status of the family. Socio-economic status is a measure of the social and economic position of a family or individual, based on factors such as income, education, and occupation. Previous research has shown that socio-economic status affects the availability and quality of parental involvement, as well as the expectations and aspirations parents have for their children's education.

Table 21. Simple Regression Analysis Relating Academic Performance by Learning at Home

Predictors	Unstandardized Coefficient		Standardized Coefficients	t-value	P-value	Remarks
	B	Std. Error	Beta			
(Constant)	79.789	.729	--	109.505	<.001	Significant
Learning at Home	-.589	.272	-.213	-2.163	.033	Significant*

Note: ANOVA for Regression: $F = 4.679$, $p = .033$ R-square = 0.046 *significant at .05 level

Table 21 presents the simple linear regression analysis relating the academic performance of learners to parental involvement in learning at home. The results showed a significant negative relationship between learning at home and academic performance ($B = -0.213$, $P = 0.033$). This meant that the low academic performance of the learners was associated to the high level of learning at home parental involvement of the parents. Although this negative association is significant, it is not necessarily negative in intent, it may reflect underlying compensatory behaviors by parents. The ANOVA for regression is significant ($F = 4.679$, $p = .033$), and the R^2 is 0.046, which suggests that learning at home accounts for only 4.6% of the variance in academic performance. This meant that the low academic performance of the learners was associated to the high level of learning at home parental involvement of the parents.

The implication of a significant relationship between parental involvement and learners' academic performance, as observed in the learning at home of Datu Macaorao Primary School, is that learning at home is significantly associated with the learners' academic performance. Hence, learning at home accounted the variance of academic performance. This meant that the low academic performance of the learners was associated to the high level of learning at home parental involvement of the parents.

The study yielded that in terms of parental involvement, the students perceived that their parents are relatively involved with their schooling. Likewise, the education students enrolled in State universities are performing very well academically. Furthermore, the study also found a significant relationship between the level of parental involvement and the student's academic performance. Thus, the more parents are involved in their children's school life, the better their academic performance. Parental involvement is a critical factor influencing students' academic success. The research conducted by Pinatil (2022) highlighted the positive correlation between active parental involvement and improved academic outcomes among Filipino students in a state university. Their findings revealed

that a supportive home environment, fostered by parental engagement, plays a significant role in helping students develop a strong academic identity, leading to higher resilience and success in their educational pursuits.

Additionally, studies have indicated that self-perception is essential in academic identity formation, influencing students' decisions to persist in specific academic paths, particularly in Science, Technology, Engineering, and Mathematics (STEM) fields (Ackerman, 2013). The influence of family expectations further reinforced this identity, with active parental involvement fostering resilience and improved academic outcomes (Pinatil et al., 2022). Research supported that parental engagement, particularly from diverse socio-economic backgrounds, positively impacts students' academic resilience and self-identity (Wong, 2018).

Furthermore, family expectations and parental involvement are assumed to be crucial in supporting the formation of students' academic identity by providing encouragement and a conducive home environment (Pinatil et al., 2022). Moreover, socio-economic status is assumed to moderate the impact of parental involvement, enhancing academic success, especially for students from low-income families (Wong et al., 2018).

Conclusions

Based on the study's findings, the following conclusions were drawn. This study assessed the level and patterns of parental involvement among families of students at Datu Macaoarao Primary School and examined how socio-economic factors relate to both parental involvement and students' academic performance.

Results showed that parents demonstrated high to very high levels of involvement, particularly in the areas of parenting, community collaboration, communication, volunteering, and learning at home. Among socio-economic variables, only type of guardian and educational attainment showed significant associations with the level of parental involvement. Fathers were more involved than other guardians, and parents with college education showed higher levels of engagement compared to those with only elementary education. Other factors such as age, marital status, and occupation were not significantly related to involvement.

The study further concluded that socio-economic characteristics of parents did not significantly influence the academic performance of students. Similarly, most forms of parental involvement showed no significant effect on student achievement. Interestingly, learning-at-home activities were found to have a negative correlation with academic performance, possibly due to the quality or nature of support provided. However, despite these findings, students whose parents were involved in school-based activities tended to perform better, suggesting that active engagement within the school environment remains a positive factor in supporting student success.

In light of the findings, as mentioned above and conclusions, the following recommendations are offered: (1) Teachers and school head may encourage parents to be engaged in the school activities, open up communication with the school and collaborate with teachers and school head, and do volunteerism activities to the school; (2) Parents may continue to actively participate in the training program and may find ways and means to develop their children's learning towards school by doing their roles in involving in the education of their children's learning; (3) Similar research and parenting styles and their relations to academic performance should be conducted by future researchers on wider scales; (4) The Parents and Teachers Association may facilitate communication between communities, parents, and teacher's partnership to improve development in the teaching-learning process.

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