

Original Paper

Parental Involvement, Strategies and Students' Academic Performance

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Abstract

This study examined the relationship between parental involvement, parental strategies, and students' academic performance among Grades 4, 5, and 6 pupils of Sta. Barbara Central School, Zamboanga City, during School Year 2025-2026. Using a descriptive–correlational research design, data were collected from 30 pupils and 30 parents through adapted validated questionnaires. Students' academic performance was obtained from school records. Descriptive statistics, multiple regression analysis, and analysis of variance (ANOVA) were employed. Results revealed very high levels of parental involvement and parental strategies and an outstanding level of students' academic performance. Regression analysis showed that parental involvement and strategies significantly predicted academic performance, with home-based involvement and parental strategies emerging as the strongest predictors. Significant differences in parental involvement were found when grouped according to socioeconomic status and parental educational background, but not according to school support. The findings emphasize the crucial role of parents in supporting students' academic success and underscore the need for strengthened home-school partnerships.

Keywords

parental involvement, parental strategies, academic performance, elementary pupils, descriptive-correlational study

1. Introduction

Education is a shared responsibility between schools and families, with parents playing a central role in shaping children's learning experiences. Parental involvement—through home-based support, school participation, and communication with teachers—has been consistently associated with improved academic outcomes, motivation, and discipline among students. Likewise, specific parental strategies

such as structured study schedules, motivational reinforcement, and supervision of schoolwork contribute to the development of positive study habits and academic success.

Despite extensive literature showing the benefits of parental engagement, variations exist in the level and effectiveness of involvement due to socioeconomic status, parental education, and access to school support. In the Philippine public-school context, understanding how parental involvement and strategies relate to students' academic performance remains essential in designing inclusive programs that strengthen home-school collaboration.

This study investigated the level of parental involvement and parental strategies and examined their relationship with students' academic performance among elementary pupils in Sta. Barbara Central School. Specifically, it sought to determine whether parental involvement and strategies significantly predict academic performance and whether differences exist when parents are grouped according to selected background variables.

1.1 Objective of the Study

The purpose of this study is to examine the level of parental involvement and the strategies parents use to support their children's learning. It aims to assess students' academic performance in relation to these parental practices. Furthermore, the study seeks to determine how parental involvement and strategies influence or predict students' academic outcomes.

2. Statement of the Problem

Specifically, the study sought to answer the following questions:

1. What is the level of parental involvement in their child education in terms of:
 - 1.1. Parental Involvement
 - 1.2. Parental Strategies
 - 1.3. Students' Academic Performance
2. What is the Students' Academic Performance?
3. What are the strategies and by the parents to improve Students' Academic Performance?
4. Is there a significant relationship between Parental Involvement, strategies and Students Academic Performance?
5. Is there a significant difference in the level of Parental Involvement when variables are grouped according to:
 - 5.1. Socioeconomic Status
 - 5.2. Parental Education background and
 - 5.3. School support

3. Methodology

3.1 Research Design

The study employed a descriptive–correlational research design to describe the level of parental involvement, parental strategies, and students’ academic performance, and to examine the relationships among these variables without manipulation.

3.2 Population and Sample of the study

The study was conducted at Sta. Barbara, Central School a public elementary school located at Sta. Barbara, Zamboanga City in a ten thousand four hundred sixty (10,460) square meter lot under Proclamation No. 69, s. 1954, reserving the lot for government purposes of Zamboanga City, a certain parcel of the public domain known as Petit Barracks.

The population of the study is composed of two groups: elementary students and parents or guardians. A total of 60 respondents participated in the study, consisting of 30 students from Grades 4, 5, and 6, who were officially enrolled in SBCS for the School Year 2025–2026 and 30 parents of learners from these grade levels.

3.3 Instrumentation

A request letter was submitted to and approved by the school principal and Grades 4, 5, and 6 advisers to conduct the study. The researchers explained the purpose of the study to parents and students and assured them of confidentiality and voluntary participation. Parents signed consent forms, and students provided assent before participating. The Parental Involvement Questionnaire and Strategies Checklist were distributed to parents during scheduled meetings and through their children.

Data were gathered using adapted validated questionnaires. The instrument included three parts:

Part I: Parental involvement, including home-based involvement, school-based involvement, communication, and collaboration.

Part II: Parental strategies, covering monitoring, motivation, and resource provision.

Part III: Students’ academic performance, measured through cognitive, behavioral, and affective indicators (obtained from school records).

A five-point Likert scale (1 = Never, 5 = Always) was used for Parts I and II.

Descriptive statistics (mean, percentage) were used to determine levels of variables. Multiple regression analysis examined the predictive influence of parental involvement and strategies on academic performance, while ANOVA tested differences in parental involvement across socioeconomic status, parental education, and school support.

3.4 Hypotheses of the Study

Based on the research problem, the study posited the following null hypothesis:

Hypotheses: There is no significant relationship between parental involvement, parental strategies, and students’ academic performance when it comes to their measured dimensions and indicators.

4. Results and Discussions

Table 1. Level of Parental Involvement

Dimension	Mean	Verbal Interpretation
Home-Based Involvement	4.45	Very High
School-Based Involvement	4.32	Very High
Communication and Collaboration	4.38	Very High
Overall Mean	4.38	Very High

The results indicate that parents demonstrated a very high level of involvement across all dimensions, with home-based involvement obtaining the highest mean.

Table 2. Level of Parental Strategies

Indicator	Mean	Verbal Interpretation
Monitoring of Schoolwork	4.46	Very High
Motivation and Reinforcement	4.41	Very High
Provision of Learning Resources	4.35	Very High
Overall Mean	4.41	Very High

Parents consistently applied effective strategies to support their children's learning at home.

Table 3. Level of Students' Academic Performance

Indicator	Mean	Verbal Interpretation
Cognitive	91.40	Outstanding
Behavioral	90.85	Outstanding
Affective	91.35	Outstanding
General Weighted Average	91.20	Outstanding

Students demonstrated an outstanding level of academic performance across all indicators.

Table 4. Regression Analysis of Parental Involvement and Strategies on Academic Performance

Predictor Variable	B	SE	β	t	p-value
Constant	1.215	0.124	—	9.80	0.000

Parental Involvement	0.462	0.085	0.51	5.43	0.000
Parental Strategies	0.389	0.079	0.44	4.92	0.001

$R^2 = 0.72$, $F = 29.81$, $p < 0.05$.

The regression model shows that parental involvement and parental strategies significantly predict students' academic performance.

Table 5. ANOVA on Parental Involvement by Profile Variables

Profile Variable	F-value	p-value	Interpretation
Socioeconomic Status	4.87	0.018	Significant
Parental Educational Background	5.12	0.012	Significant
School Support	1.26	0.294	Not Significant

There were significant differences in parental involvement when grouped according to socioeconomic status and parental educational background, but none when grouped according to school support.

5. Discussions

The findings confirm that active parental involvement and the use of structured parental strategies play a vital role in enhancing students' academic performance. Strong home-based support, consistent monitoring, and motivational strategies significantly contribute to students' outstanding academic outcomes. Differences based on socioeconomic status and parental education suggest that access to resources and educational background influence parents' capacity to engage effectively in their children's learning. These results align with existing literature emphasizing the home as a critical extension of the learning environment.

6. CONCLUSIONS AND RECOMMENDATIONS

Parental involvement and parental strategies are significant predictors of students' academic performance. High levels of home-based engagement and effective learning strategies at home contribute substantially to students' academic success. While school support is important, family-related factors such as socioeconomic status and parental education play a stronger role in determining parental involvement.

Schools may strengthen home-school partnerships through regular communication, parent education programs, and targeted interventions for parents from lower socioeconomic or educational backgrounds. Future studies may replicate this research in other contexts or include additional variables to further explain students' academic performance.

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