



## The Influence of Parental Involvement and Parents' Profile on the Academic Performance

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### ABSTRACT

This study aimed to understand the influence of parental involvement and parents' profile on children's academic performance. The study examined factors of parental profile, such as educational attainment, marital status, and socioeconomic status (SES), on the educational performance of children, as well as the level of parents' involvement. The study conducted a survey among two hundred twenty-nine (229) parents of Grade 1 pupils from three (3) selected public schools around Bulacan. This study utilized a descriptive research method with a quantitative research design. Mean and standard deviation were used to describe the gathered data that was subjected to testing and analyzing, also regression analysis was used as the statistical treatment, stepwise regression analysis. The findings revealed a significant influence in parental engagement and socioeconomic status on the academic performance of children. Parental involvement emerged as the primary factor influencing children's academic performance. The result also reported that socioeconomic status (SES) is the second most influential factor, after parental involvement, that significantly influences the academic performance of children, while marital status and educational attainment showed no apparent influence.

Keywords: *Parental Involvement, Educational Attainment, Marital Status, Socioeconomic Status, Academic Performance*

### 1. Introduction

Education will always be regarded as the greatest foundation for an individual's success and overall progress. Oftentimes, Filipino parents who are less fortunate tell their children, "*Ang edukasyon lang ang tanging kayamanan na kaya naming ipamana sa inyo.*" giving education a much deeper significance to a Filipino child's life and success. Also, behind the quote indicates that there's a certainty of parental involvement in every child's academic performance. Parental involvement plays a big role throughout the learning process of children, as they are said to be the first teachers. The Social Cognitive Theory of Albert Bandura (1997) stated that parents are influential in shaping a child's behavior and development. Their actions, responses, and attitudes will significantly impact the children's learning, beliefs, and behavior. With this, parental involvement covers many aspects including but not limited to; educational attainment, marital status, and socioeconomic status, which crucially impact the academic performance of children.

Research suggests that parents' educational attainment significantly impacts their involvement towards their child's academic performance (Davis-Kean et al., 2020). In the study of De (2020), it was revealed that higher educational attainment correlates with greater parental involvement and better academic outcomes for children. Marital status also plays a role; two-biological-parent families typically exhibit higher involvement. Hence, socioeconomic status (SES) is another key factor; higher SES families often have more resources and greater involvement, while lower SES families may struggle with financial challenges, impacting parental involvement and academic performance (Shao et al., 2022; Treviño et al., 2021). To address gaps in understanding, the researchers examined the influence of parental involvement alongside educational attainment, marital status, and SES on academic performance, aiming to provide recommendations for enhancing parental involvement based on parental profiles.

#### 1.1 Statement of the Problem

The general problem of this study is: How does parental involvement and the profile of the parents influence the academic performance of children? Specifically, this study searched for answers to the following questions:

1. How might the profile of parents have been described in terms of:

- 1.1 Educational Attainment
- 1.2 Marital Status, and
- 1.3 Socioeconomic Status?

2. What was the level of involvement of parents in the child's academic performance in terms of school activities?

3. What was the academic performance of children based on their First Quarter General Weighted Average (GWA)?
4. Did the profile of the parents and parental involvement influence the academic performance of the children?

### **1.2 Purpose of the Study**

The study aimed to determine the significant influence of the profile of the parents and parental involvement on the academic performance of Grade 1 children from three (3) selected public schools around Bulacan.

### **1.3 Research Hypotheses**

**H<sub>0</sub>**. The parental involvement and parents' profile does not influence the academic performance of children.

**H<sub>01</sub>**. The parental involvement and parents' profile influence the academic performance of children.

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## **2. Methodology**

### **2.1 Research design, Population and Sample**

The researchers utilized a quantitative approach using descriptive research for the reason that the researchers aimed to find and explain the influence of parental involvement and the profile of the parents on the academic performance of the children. The data were collected with the use of a modified and translated Likert scale survey questionnaire. The researchers cooperated with the school administration to obtain data about the children's first quarter general weighted average to address the academic performance of children. The collected data were solely used and confined to the researchers only. In this research, random sampling was used as a sampling technique to ensure an unbiased representation of the population in consideration of where the researchers are deployed for their student internship and field study program. In this study, the collection of information from specific individuals employed the random sampling technique. The choice of random sampling as the sampling method was based on the need to ensure an unbiased representation of the population in the researchers' locations during their student internship and field study program. Hence, the parents of Grade 1 pupils of three (3) selected public schools in Bulacan were the target participants of the study. The total population of the parents was based on the total population of Grade 1 pupils from the selected schools. To narrow down the population of Grade 1 pupils in each of the three (3) selected public schools, the researchers then used the Raosoft sample size calculator to determine the sample size in each school. According to the given data by the school administrators, the total population of Grade 1 pupils from the selected public schools in Bulacan was five hundred sixty-five (565). Through the use of the software, the target respondents of this study summed up to two hundred twenty-nine (229).

### **2.2 Research Instrument, Validity and Reliability**

The instrument used in this study was a two-part questionnaire expressed in a Likert scale. The first part was used to identify and record the respondents' profiles in terms of educational attainment, marital status, and socioeconomic status. The second part was used to measure the level of involvement of parents in the academic performance of children. The questionnaire was adopted, modified, and translated from English to Filipino from the study of Bagabuyo in 2018.

The researchers searched for validators to justify the content, construct, and face validity of the questionnaire. The qualified validators needed to have a Master of Arts (MA) Degree in Filipino for credibility in validating a translated questionnaire. The researchers found six (6) MA Degree Graduates and messaged all six (6) of them through online applications. With this, three (3) immediately responded to the message and accepted the researchers' request for validation. Then, the researchers quickly prepared the questionnaire, letters, and certification and sent them to the validators through online applications.

The survey questionnaire measured the level of parental involvement in children's academic performance, which was analyzed using a scale ranging from 4.00 to 0.99. At the top end, scores indicate "Highly Involved." Moving down the scale, scores between 2.99 and 2.00 are labeled as "Involved." Falling further, scores between 1.99 and 1.00 suggest "Not Involved." Finally, at the lowest end, scoring between 1.00 and 0.99 indicates "Highly Not Involved."

### **2.3 Study treatment, Data collection and Analysis**

The study collected data through survey questionnaires from parents in three public schools in Bulacan, focusing on their level of involvement in their children's academic performance based on educational attainment, marital status, and socioeconomic status. Mean and standard deviation were the statistical treatment applied to describe the data. While, Stepwise regression analysis was used to test the significant influence of the hypothesis as concerned to parental involvement and parents' profiles on academic performance. This analysis helped in identifying key variables and their statistical significance. The study was conducted with the permission of school administrators and during the Parent-Teacher Association (PTA) meetings, which opened the way to facilitate data collection. The researchers ensured the respondents that they have enough time to complete the questionnaires and to provide an assistance when needed. Lastly, the final grades of children were obtained from the teachers to assess the learners' academic performance.

### 3. Results and Discussion

#### *The Profile of Parents in terms of Marital Status, Educational Attainment, Socioeconomic Status*

The following shows the table and its interpretation of Marital Status, Educational Attainment, and Socioeconomic Status of the respondents who are the parents of Grade 1 pupils.

**Table 1** - Marital Status of the Parents.

Marital Status (PSA)	Frequency	Percentage
Married	170	74.24%
Solo Parent	37	16.16%
Separated	15	6.55%
Widowed	6	2.62%
Annulled	1	0.44%
<b>TOTAL</b>	<b>229</b>	<b>100.00%</b>

The data in Table 1 illustrated the distribution of the 229 respondents in terms of marital status. The highest being parents who are married with a total of 170 and a percentage of 74.24%. This is followed by solo parents with a frequency of 37 and a percentage of 16.16%. The third on the list being parents who are separated from their partner with a percentage of 6.55% equivalent to 15 respondents. Next to it are respondents who are widowed with 2.66% that equated to 6 responses. Lastly, the least being a parent who is annulled with only 1 respondent with 0.44%. This has completed the responses of parents in terms of their marital status.

**Table 2** - Educational Attainment of Parents.

Educational Attainment	Frequency	Percentage
Did not attend any level	0	0.00%
Did not Complete Elementary	3	1.31%
Elementary Graduate	12	5.24%
Did not Complete High School	31	13.54%
High School Graduate	64	27.95%
Completed Vocational Education	28	12.23%
Did not Complete College	36	15.72%
College Graduate	54	23.58%
Master's Graduate	1	0.44%
<b>TOTAL</b>	<b>229</b>	<b>100.00%</b>

Table 2 illustrated the responses gathered from parents on the level of the education they had attained. It has revealed that the majority of parents were high school graduates, with a total of 64 responses having the most percentage of 27.95%. College graduates came in second with a total response of 54 and percentage of 23.58%. There were also those who did not finish college and high school with 36 and 31 responses and percentages of 15.72% and 13.54%, respectively. There were also records from respondents who completed vocational education with 28 responses and occupying 12.23% of the percentage. Elementary graduates were third to the last with a frequency of 12 and a percentage of 5.24%. The second to the last were those who started elementary school but failed to complete it with only 3 responses taking 1.31% of the percentage. Last on the list, those who graduated with a master's degree with only 1 response taking 0.44% of the percentage. This has been the recorded responses of parents in accordance with the level of education they had attained.

**Table 3** – Socioeconomic Status of the Parents.

Monthly Income (PIDS)	Frequency	Percentage
below PHP 9,100	92	40.17%
PHP 9,100 - PHP 18, 200	62	27.07%
PHP 18, 200 - PHP 36, 400	57	24.89%

PHP 36, 400 - PHP 63, 700	14	6.11%
PHP 63, 700 - PHP 109, 200	3	1.31%
PHP 109, 200 - PHP 182, 000	1	0.44%
above PHP 182, 000	0	0.00%
<b>TOTAL</b>	<b>229</b>	<b>100.00%</b>

The data from Table 3 presented a summary of the socioeconomic status of the respondents. The majority of respondents, comprising 40.17%, reported a monthly income lower than PHP 9,100. This indicated that a significant portion of the respondents are belonging to lower income, reflecting that this portion had experienced financial challenges that gives limit on the access to resources and opportunities. The second significant portion with a total of 27.07%, falls within the income range of PHP 9,100 to PHP 18,200. Moreover, 24.89% (57) of the respondents earn between PHP 18,200 and PHP 36,400, while 6.11% (14) earn between PHP 36,400 and PHP 63,700 per month. The data gathered showed a limited number of individuals that earn a very high income. Specifically, with only one respondent, equivalent to 0.44%, reported a monthly income between PHP 109,200 and PHP 182,000. Additionally, none of the 299 individuals surveyed reported a monthly income greater than PHP 182,000. The overall response showed that most parents earn below PHP 9,100 monthly which was noted as below the average monthly income for families. The findings has drawn an indication that socioeconomic status or the monthly income of parents in particular is one big factor that influenced children's academic performance.

#### *Level of Involvement of Parents on the Academic Performance of Children in terms of School Activities*

**Table 4** – Level of Involvement of Parents.

<b>Indicators</b>	<b>Ave. Rating</b>	<b>SD</b>	<b>Description</b>
1. I encourage my child to have a good study habit.	3.79	0.49	Highly Involved
2. I provided my child with references such as a dictionary and an encyclopedia.	3.51	0.71	Highly Involved
3. I checked to see if my child had homework.	3.82	0.43	Highly Involved
4. I attended school programs.	3.59	0.60	Highly Involved
5. I attended events like "Brigada Eskwela".	3.26	0.84	Highly Involved
6. I voluntarily participate in the PTA officer election.	3.37	0.77	Highly Involved
7. I show support for my child's extracurricular activities.	3.75	0.47	Highly Involved
8. I volunteered to help my child with his/her extracurricular activities (coaching and giving them money/materials).	3.70	0.54	Highly Involved
9. I am proud when my child gets good grades.	3.86	0.38	Highly Involved
10. I assure my child that my encouragement will help him/her stay focused on his/her education.	3.80	0.43	Highly Involved
11. I think that education is the way to success.	3.85	0.40	Highly Involved
12. I will always help my child when he/she needs help with his/her study.	3.85	0.39	Highly Involved
13. I talked with the faculty and staff about my child's behavior and attitudes.	3.68	0.54	Highly Involved
14. I encouraged my child to participate in school-community activities like "Tree Planting".	3.68	0.53	Highly Involved
15. I talked with the faculty and staff about the classroom rules.	3.63	0.54	Highly Involved
16. I ensure that my child has sustained access to materials or any resources they can use in their studies.	3.81	0.44	Highly Involved
17. I get disappointed when my child gets bad grades.	3.45	0.73	Highly Involved
18. I am strict when it comes to my child's education.	3.41	0.71	Highly Involved
19. I punished my child (took away his/her cellphone) if they received bad grades.	3.28	0.82	Highly Involved
20. I did not notice when my child had good grades.	2.93	1.07	Involved
<b>OVERALL</b>	<b>3.60</b>	<b>0.59</b>	<b>Highly Involved</b>

Table 4 illustrated the various indicators related to the involvement of parents to the academic performance of children, it also showed the interpretation of each finding. Almost all the indicators revealed that parents are highly involved in their child's academic performance and only one indicator showed that parents are involved when it comes to not noticing if their child received good grades. The highest average of 3.86 and a standard deviation of 0.38, indicated that parents are very pleased with their child showcasing that parents are highly involved. This is followed by two indicators with the same average of 3.85 with a minor difference on the standard deviation of 0.40 and 0.39 that stipulate parents thinking that education is the way to succeed as well as having initiative to help and guide their child in academics meaning that they are highly involved. Parents checking over their child's assignment came in third accumulating an average of 3.82 and a standard deviation of 0.43, this meant that parents are highly involved. With an average of 3.81 and a standard deviation of 0.44, parents agreed in ensuring that their child had access to different resources that will help their studies implied their high involvement. The table also showed that parents give encouragement to their children about their education, with an average of 3.80 and 0.43 indicating that parents are all highly involved in their child's academics. As stated, almost all the results presented that parents have a high involvement in their child's academic performance from guidance to materials they make sure to offer to their child. Additionally, alongside these high results is the lowest average, which was 2.93 and a standard deviation of 0.59, where the statement indicated that parents hardly notice when their child gets good grades. Parents disagreeing with this showed that they are still involved in their child's academic performance. The overall average being 3.60 with a standard deviation of 0.59 had indicated an overall high involvement of parents on their child's academic performance.

**Table 5** – Academic Performance of Children.

Academic Performance	Grading Scale	Frequency	Percentage
Outstanding	90-100	57	24.89%
Very Satisfactory	85-89	73	31.88%
Satisfactory	80-84	85	37.12%
Fairly Satisfactory	75-79	14	6.11%
Did Not Meet Expectations	Below 75	0	0.00%
<b>TOTAL</b>		229	100.00%

Table 5 presented the distribution of the respondents' children's academic performance levels, along with corresponding frequencies and percentages. The indicators of Academic performance range from "Outstanding" to "Did Not Meet Expectations" as reflected on various degrees of achievement in the academic endeavors of children. The data revealed that the most significant portion of students got a Satisfactory Academic Performance having their average ranging from 80-84, with a frequency of 85 and a percentage of 37.12%, the findings indicated that a significant number of students meets or slightly exceeds expectations. Therefore, this could imply further examination about the factors influencing academic performance and potential strategies for enhancement. The next range, which represents the second significant portion, consists of "Very Satisfactory" or children who have an average ranging from 85 to 89 has a frequency of 73 and a percentage of 31.88%. At third, are those learners that fall under "Outstanding" with an average ranging from 90 to 100 have a frequency of 57 and a percentage of 24.89%. Lastly, with only a frequency of 14 and a percentage of 6.11%, learners with 'Fairly Satisfactory' grades ranging from 75 to 79 represented the lowest data point. This low frequency could suggest inquiries into potential reasons behind this range, such as the factors being discussed in this study, encouraging educators and parents to explore strategies to support students performing at this level to enhance their academic outcomes. Additionally, no one got "Did Not Meet Expectations" or an average of below 75 and therefore got a 0 frequency and percentage. This has been accumulated with the frequency of 299 and with a percentage of 100% in total.

**Table 6** – Analysis Between Socioeconomic Status, Parental Involvement, and Academic Performance of the Children.

Independent Variable	Dependent Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig-value	Decision	Interpretation
		B	Std. Error	Beta				
Socioeconomic Status	Academic Performance	0.68	0.27	0.16	2.51	0.013	Reject	There is a significant influence between socioeconomic status and academic performance of children.
Parental Involvement		2.26	0.86	0.17	2.61	0.0096	Reject	There is a significant influence between parental involvement and the academic performance of children.

Socioeconomic Status showed that the relationship between SES and academic performance is statistically significant with a significant value of 0.013, this demonstrated that as SES increases, academic performance tends to improve. The table also revealed that the influence of parental involvement on academic performance, as it was statistically significant with a significant value of 0.0096, signifying that higher levels of parental involvement are

associated with better academic performance among children. The findings value the data to come up with the decision to reject the null hypothesis which implies a significant positive influence of socioeconomic status and parental involvement on academic performance. Overall, both SES and parental involvement are important factors that contribute to the academic performance of pupils.

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#### 4. Discussion

There will always be factors that directly influence a child's academic performance. This study focused on four influential factors that affect the education of children; the educational attainment, marital status, and socioeconomic status as well as the involvement of parents on the academic performance children. Families specifically parents are considered the most significant environment that a child is exposed to, that is why they have the biggest effect on a child's academic performance (Li and Qiu, 2018).

A research study by Fadhillah and Jasmina (2023) suggested that disruptions in family structure due to changes in parental marital status can be a significant factor contributing to a child's academic struggles. While the majority of respondents in the study were married, a notable proportion were solo parents, separated, widowed, or annulled. However, this status does not necessarily indicate absolute failure in a child's academic performance. Noting that the finding of a study done by De (2020) indicated that there has been an enhanced involvement from single parents.

Another factor is the level of education attained by parents. Parents' educational background significantly impact a child's academic performance, with higher parental educational attainment correlating positively with better educational outcomes for the child (Idris et al., 2020). These findings identified that the educational status of parents is a crucial factor influencing a child's academic success. The educational level of parents significantly impacts a child's ability to compete academically, as noted by Onyedikachim and Ezekiel-Hart (2021). Parents who have not progressed beyond secondary education may struggle to provide adequate support for their child's education (Asad et al., 2015). However, in a survey conducted by the researchers, most parents were high school graduates followed by college graduates, but this do not necessarily indicate their level of support or lack thereof for their children's academic performance.

Ngangi et al. (2023) highlighted the importance of parental income in academic outcomes, while Lin and Lv (2017) suggest that while socioeconomic status may not directly impact academic performance, increased income can positively influence educational attainment. In this study it was found out that parents' socioeconomic status was one of the factors that directly influence child's academic performance having a significant value of 0.0013 indicating the rejection of null hypothesis. Additionally, the study indicated the significant parental involvement in children's academic performance, aligning with previous research highlighting the importance of parental involvement for children's educational success (Odchigie et al., 2019). Similarly, findings corroborate studies showing that highly involved parents contribute to better academic performance and higher test scores for their children (Naite, 2021).

It was shown that majority of the respondents have below Php 9,100 monthly income however the result still showed that parents are highly involved in their child's academic performance providing them support, guidance, and materials that children need to have success in their education.

The results of this study emphasized the intricate relationship between parental involvement and socioeconomic status in influencing children's academic success. While parental engagement was crucial for academic outcomes, socioeconomic factors could also impact parents' ability to be actively involved in their child's education. However, it is important to note that socioeconomic status of parents significantly affecting the education of children is not always the case as it can be for the reason of sociocultural background of the parents (Shoukat et al., 2020). The overall result of the study has proven that regardless of socioeconomic status parents still thrive to provide and accommodate children's need to fulfill their academic performance.

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#### 5. Conclusion

In conclusion, parental involvement is seen to be the most influential factor to children's academic success, surpassing factors like marital status and educational attainment. Parents are highly engaged with their children's education regardless of their profile. Moreover, socioeconomic status has been shown as the second most influential factor. These findings prompted the researchers to recognize the need for programs that promote parental engagement, particularly among families with lower socioeconomic status, to reduce differences in academic success. Furthermore, this understanding opens an emphasis on the integration of parental involvement strategies and socioeconomic support to create an inclusive and supportive learning environment for all children.

The study's findings led to the rejection of the null hypothesis. Hence, the second hypothesis was accepted that parental involvement and parents' profile influence the academic performance of children. However, among parents' profiles, socioeconomic status was the only one that significantly influenced children's academic performance. This illustrated the crucial role of parental involvement and socioeconomic status in shaping academic outcomes, including the creation of supportive environments, providing access to resources and quality education, and serving as role models. These factors play a crucial role in shaping children's attitudes and behaviors, thereby influencing their academic performance.

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#### 6. Recommendations

The recommendations are based on the findings for future research:

1. Explore additional factors like parents' age, gender, and religious affiliation, along with previously studied variables such as educational attainment, marital status, socioeconomic status, and parental involvement, to understand their impact on children's education.
2. Study the parental involvement's long-term effects, diverse demographics, and qualitative and quantitative aspects across schools aims to enhance understanding and support interventions for parents and children in education.
3. Consider calculating the overall children's average and exploring alternative academic performance measures like attendance, class participation, teachers' evaluations, and standardized tests for future research.
4. Parental involvement can significantly boost children's academic success. It's crucial for authorities and experts to emphasize its importance. Further research is needed to explore its relationship with demographic profiles and children's academic performance.
5. Future research should categorize questionnaires by parental involvement levels and explore diverse influences like environment, culture, parenting style, peer influence, and motivation on children's educational outcomes.

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