



Awareness And Involvement of Parents to School Activities in Relation to the Learners' Academic Performance

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Received: July 10, 2026

Revised: August 15, 2026

Accepted: September 7, 2026

ABSTRACT

This study determined the level of parents' awareness and extent of involvement in school activities in relation to learners' academic performance. Respondents were grouped according to age, family size, highest educational attainment, average family monthly income, and grade level. Parental awareness was assessed in terms of curricular and non-curricular activities, while parental involvement was examined across parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. The study also assessed learners' academic performance during the first and second quarters and examined significant differences and relationships among the variables. The respondents were parents of Grade 6 and Grade 10 learners at St. Sebastian International School-Neg. Occ., Inc., Bacolod City, and data were gathered using a modified parental involvement questionnaire by Alderete. Findings revealed that parental involvement in communicating significantly differed by age, while volunteering showed no significant differences across all demographic variables. In learning at home, a significant difference was found only by grade level. Decision-making significantly differed by age, while collaborating with the community significantly differed by age and educational attainment. No significant relationship was found between parents' awareness and learners' academic performance. However, parental involvement was found to have a significant relationship with learners' academic performance, indicating that greater parental involvement in school-related activities is associated with improved academic outcomes.

Keywords: Parental Awareness; Parental Involvement; Academic Performance

How to Cite:

Togle, B. L. (2026). Awareness And Involvement of Parents to School Activities in Relation to the Learners' Academic Performance. *Global Journal of STEM Education & Management Research*, 2(3), 29-42. <https://doi.org/10.5281/zenodo.22592218>



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INTRODUCTION

Parental involvement plays an important role in a child's education and academic development. Recent studies continue to show that when parents take an active interest in their children's schooling, learners are more likely to perform well academically. Kim (2022) and Jeynes (2024) emphasized that parents' expectations, encouragement, and support can positively influence students' academic achievement. Similarly, Wang and Wei (2024) found that parental involvement contributes to students' learning outcomes, although its effects may vary depending on the type of involvement, the learner's grade level, and the educational context. These findings show that parents' participation remains an important part of helping children succeed in school.

The researcher's interest in this study also came from her experience as a school administrator. Through her observations, she noticed that learners whose parents regularly participated in school activities, monitored their schoolwork, and communicated with teachers often performed better academically. In contrast, some learners whose parents had limited participation experienced difficulties in keeping up with their studies. These experiences made the researcher recognize that parents' presence and support can influence not only academic performance but also learners' motivation, confidence, and attitude toward learning. Such observations encouraged the researcher to further examine how parental involvement contributes to learners' educational experiences.

Parental involvement can take many forms, such as attending school meetings, communicating with teachers, volunteering in school activities, helping children with their lessons at home, participating in school decisions, and working with the community. However, being involved does not simply mean being physically present; the quality and consistency of parents' support also matter. Recent research suggests that different forms of parental involvement may have different effects on learners' academic outcomes. Therefore, this study seeks to determine the extent of parents' involvement in school activities and its relationship with learners' academic performance. The findings may help schools and parents develop stronger partnerships and more meaningful ways of supporting learners' academic success.

OBJECTIVES OF THE STUDY

This study aimed to determine the level of parents' awareness and extent of involvement in school activities in relation to the academic performance of learners. Specifically, it sought to determine the parents' level of awareness of school activities in terms of curricular and non-curricular activities; assess the extent of parental involvement in school activities across parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community; determine the learners' academic performance during the first and second quarters; examine whether a significant relationship exists between parents' level of awareness and extent of parental involvement; and determine whether a significant relationship exists between parental involvement and learners' academic performance.

LITERATURE REVIEW

Several related literature shows that parents play an important role in their children's academic success. Parental involvement is not limited to checking grades or attending school activities; it also includes providing encouragement, guidance, and support for learning. Hara and Burke (2014) explained that children tend to perform better academically when their parents are actively involved in their education. Such involvement can also increase children's confidence and encourage them to participate more actively in the classroom. Similarly, Topor (2015) found that students with involved parents generally obtain higher grades, participate more in class discussions, and develop more positive attitudes toward school. Nokali (2015) also noted that parental involvement can contribute not only to better academic performance but also to improved behavior and confidence among children.

Parents can support their children's education in many different ways. Jeynes (2014) emphasized the importance of setting appropriate expectations because children whose parents clearly communicate their expectations tend to perform better in school. Bempechat (2016) also pointed out that stimulation, consistency, responsiveness, and proper guidance at home contribute to children's cognitive and social development. Wang and Khalil (2014) described parental involvement in three major areas: participation in school activities, support at home, and academic socialization. These findings suggest that parents can influence their children's learning not only by helping with schoolwork but also by developing good study habits, providing encouragement, setting expectations, and showing interest in their education.



The relationship between parents and schools is equally important in supporting student performance. Hill and Taylor (2014) explained that parental involvement may differ depending on a family's culture, socioeconomic condition, community, and the developmental stage of the child. For this reason, schools need to provide opportunities that make it easier for parents to participate according to their circumstances. Saquilabon and Abulon (2016) found that simple school-based strategies, such as recognizing students' achievements, displaying their outputs, and sharing classroom experiences, encouraged parents to become more involved. Martinez (2015) likewise identified parent-teacher conferences, school meetings, parent organizations, and volunteering as useful ways of strengthening parents' participation in their children's education.

In the Philippine setting, parental involvement is closely connected with the strong value placed on family relationships. Bartolome et al. (2017) emphasized that schools should consider cultural differences when encouraging parents to participate because families differ in how and when they become involved in their children's education. Orillosa and Magno (2014) found that Filipino parents support their children by preparing review materials, providing learning resources, and communicating with teachers. Sapungan (2014) further explained that parental involvement can improve children's morale, attitudes, academic achievement, behavior, and social adjustment. However, negative attitudes toward school and a lack of interest or time may prevent some parents from becoming actively involved.

Studies conducted in the Philippine context further support the connection between parental involvement and student achievement. Blair (2014) found that Filipino parents were generally active in their children's school activities and that certain forms of involvement, such as volunteering, were associated with better academic performance. Garcia (2018) similarly reported that Filipino parents commonly help their children with schoolwork, motivate them, and provide structure at home, although poverty and other socioeconomic conditions can affect how parents participate. More recent findings by Nonar, Esmaquilan, and Bautista (2025) emphasized the importance of active parental participation in promoting children's safety, health, and well-being. Likewise, Cuenca, Binaloga, and Bautista (2025) found a significant relationship between parental involvement in basic parenting, the home learning environment, collaboration with teachers, and children's academic performance.

Overall, the reviewed studies clearly suggest that parental awareness and involvement can make a meaningful difference in students' educational experiences and performance. Epstein (2014) emphasized that family involvement helps create a caring and supportive learning environment, while Lee (2015), through a meta-analysis of 50 studies, found that parental involvement was generally positively related to academic achievement, particularly when parents provided academic guidance and encouraged their children to value education. De Jesus et al. (2014) also described parents as children's first teachers and the home as their first learning environment. More recently, Tison, Lachica, and Bautista (2025) highlighted the need for cooperation among parents, teachers, and other stakeholders in addressing factors that affect student achievement. Taken together, these findings provide a strong basis for examining parental awareness and involvement as important factors in improving student performance, particularly in the Philippine educational setting.

METHODOLOGY

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

The study employed the descriptive method of research. This method determined qualitatively the characteristics of the respondents and its significant relationship towards the performance of the grade 6 and Grade10 learners of parental involvement of parents in an international school in Bacolod City and the level of parental involvement in school.

According to Calderon (2014), descriptive design is appropriate for studies which aim to find out what prevail in the present conditions or relationships, held opinions and beliefs, processes and effects, developing trends. Other than these, this design also seeks to determine relationships between variables, explores causes of phenomena, test hypotheses, and develops generalizations, principles or theories on the basis of its findings. While its primary concerns are conditions and things which exist at the time of the study, it also considers past events and influences which are deemed related to what is studied in the present.



Study Respondents

This study examined the level of parental awareness and involvement in school activities and its relationship with the academic performance of learners in an international school located in an urban area in Central Philippines. It specifically sought to determine how parents' participation in school-related activities is associated with the academic performance of their children.

The respondents of the study were the parents of Grade 6 and Grade 10 learners. These grade levels were selected because they represent the most senior levels in the elementary and junior high school departments, respectively, where learners experience important educational transitions and where transfers to other schools are more likely to occur. The study utilized the total population of parents in these grade levels to ensure that all eligible respondents were included in the investigation.

Instruments

The study utilized a modified questionnaire on parental involvement by Alderete to gather data from the respondents. The instrument consisted of two parts: Part I gathered the respondents' personal profiles, including age, family size, highest educational attainment, average monthly family income, and grade level, while Part II assessed the level of parental awareness and involvement in the education of Grade 6 and Grade 10 learners in an international school in Bacolod City across six areas: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. The questionnaire used a five-point Likert scale ranging from 1 (Rarely) to 5 (Always). To establish validity, the instrument was evaluated item-by-item by five education and research experts, all doctoral degree holders and school heads, using the criteria of Carter V. Good and Douglas E. Scates; it obtained a mean rating of 4.48, interpreted as Very Good, indicating that the instrument was valid. For reliability, a pre-test was conducted among 20 selected Grade 6 parents from Bacolod Christian Venture who were not included as actual respondents, and Cronbach's alpha yielded a coefficient of 0.962, which exceeded the acceptable threshold of 0.70 identified by Ramasubbian (2014), demonstrating a high degree of reliability.

Data Gathering Procedure

The researcher sought permission and approval from the parents of Grade 6 and 10 learners of an international school in Bacolod City as the respondents of this study. The academic performance of learners was taken from the school academic coordinators. The first and second quarters of grade 6 and grade 10 learners were tabulated and divided into two. Description was given to each grade level average. Upon the approval, the researcher then conducted the data gathering activities among the respondents, explain its purpose, administer the questionnaires and retrieve them afterwards. The data was collected, tallied, processed and analyzed using the Statistical Package for Social Sciences or SPSS.

Data Analysis and Statistical Treatment

The statistical analyses used in the study were determined by the nature and objectives of the research problems. For Objectives 1 to 3, which focused on determining the level of parents' awareness of school activities, the extent of parental involvement in school activities, and the academic performance of learners based on their first- and second-quarter grades, respectively, a descriptive analytical scheme using the mean was employed. For Objective 4, which examined the significant relationship between the level of parental awareness and the extent of parental involvement, a relational analytical scheme using Spearman's rho correlation was utilized. Similarly, for Objective 5, which determined the significant relationship between parental involvement and learners' academic performance, a relational analytical scheme and Spearman's rho correlation were employed.

Ethical Consideration

Throughout the study, the researcher observed appropriate ethical standards to protect the rights, privacy, and well-being of all participants. Participation was voluntary, and informed consent was obtained after the respondents were provided with a clear explanation of the study's purpose, procedures, and possible risks. Respondents were informed that they could decline to answer any question or withdraw from the study at any time without providing a reason and without experiencing any negative consequences. The researcher also ensured that participation involved minimal risk and did not expose respondents to physical, emotional, psychological, or other forms of discomfort. To protect confidentiality and anonymity, personal information was kept secure and was accessible only to authorized individuals directly involved in the study. Respondents' names were not disclosed in the presentation or reporting of the findings and, when necessary, were collected separately from the questionnaire to prevent their responses from being directly identified.



RESULTS AND DISCUSSION

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Level of Awareness to School Activities of the Respondents in the Area of Curricular Activities and Non-Curricular Activities

Table 1

Level of Awareness to School Activities of the Respondents in the Area of Curricular Activities

Items	Mean	Interpretation
1 Classroom activities: these are related to instruction work in different subjects such as classroom experiments, discussions, question-answer sessions, scientific observations, use of audio-visual aids, guidance programs, examination and evaluation work, follow-up programs etc.	4.42	High Level
2 Activities in the library: deals with reading books and magazines taking notes from prescribed reference books for preparing notes relating to talk lessons in the classroom. Reading journals and periodicals pertaining to different subjects of study, making files of news-paper cuttings, etc.	4.42	High Level
3 Activities in the laboratory: these refer to activities which are carried out in science laboratories, social science room (history and geography), laboratories in humanities, art, music, physical education, technology and livelihood, etc.).	4.31	High Level
4 Activities in the Seminars, workshops and conferences: these activities refer to the presentations, discussions, performed by delegates and participants on emerging areas of various subjects of study in workshops, seminars and conferences.	4.28	High Level
5 Panel discussion: interplay of expressions on any topic in the class for enriching knowledge, understanding and experience of both the teachers and students.	4.31	High Level
Overall Mean	4.35	High Level

The level of awareness to school activities of the respondents in the area of curricular activities overall mean score is 4.35 interpreted as High Level as shown in the Table.

Respondents highest score of 4.42 interpreted as High Level in the items, “Classroom activities: these are related to instruction work in different subjects such as classroom experiments, discussions, question-answer sessions, scientific observations, use of audio-visual aids, guidance programs, examination and evaluation work, follow-up programs etc. and “Activities in the library”: deals with reading books and magazines taking notes from prescribed and reference books for preparing notes relating to talk lessons in the classroom. Reading journals and periodicals pertaining to different subjects of study, making files of news-paper



cuttings, etc”. While they got lowest score of 4.28 interpreted as High Level in the items, “Activities in the Seminars, workshops and conferences: these activities refer to the presentations, discussions, performed by delegates and participants on emerging areas of various subjects of study in workshops, seminars and conferences”.

The result implies that respondents are highly aware when it comes to school activities, but they are less aware with activities in the seminars, workshops and conferences.

According to Wang & Khalil (2014) school involvement refers to a kind of parental involvement where a parent directly talks to the teacher and make follow-ups on child issues like attendance, classroom participation, grades, etc. This may also include parents’ participation in school events and volunteering at any capacity to help the school.

Table 2

Level of Awareness to School Activities of the Respondents in the Area of Non-Curricular Activities

Items	Mean	Interpretation
1 Physical Development Activities: include games, sports, athletics, yoga, swimming, gardening, mass drill, asana, judo, taekwondo, driving, etc.	4.40	High Level
2 Academic Development Activities: include formation of clubs in relation to different subjects. Such as science club, history club, ecological club, economics club, geographical club, civic club etc. Besides this the other activities like preparation of charts, models, projects, surveys, quiz competitions etc. come under this category.	4.46	High Level
3 Literary Activities: activities like publication of school paper or magazine, wall magazine, bulletin board, debates, newspaper reading, essay and poem writing are undertaken.	4.46	High Level
4 Cultural Development Activities: include activities like drawing, painting, music, dancing, dramatics, folk song, fancy dress, variety show, community activities, exhibition, celebration of festivals, visit to cultural places having importance in local, state, national and international perspective.	4.58	Very High Level
5 Social Development Activities: for bringing social development among students through developing social values resulting in social service the following co-curricular activities are organized such as – scouting, tour guiding, red cross, adult education, , mass program, disaster risk reduction and management social service camps, mass running, village surveys etc.	4.42	High Level
Overall Mean	4.47	High Level

The level of awareness to school activities of the respondents in the area of non-curricular activities overall mean score is 4.47 interpreted as High Level.

Respondents got the highest score of 4.58 interpreted as Very High Level in the item, “Cultural Development Activities: include activities like drawing, painting, music, dancing, dramatics, folk song, fancy dress, variety show, community activities, exhibition, celebration of festivals, visit to cultural places having importance in local, state, national and international perspective”. But they



got the lowest score of 4.40 interpreted as High Level in the item, “Physical Development Activities: include games, sports, athletics, yoga, swimming, gardening, mass drill, asana, judo, taekwondo, driving, etc”.

This implies that parents must consider the physical development activities of their children that is related in school activities they must give their full support to their children, however on the other hand, when it comes to the Cultural Development Activities of their children, they are very responsive and supportive.

Responsible parenting requires a healthy parent – child interactions, one form of parental involvement. From a technical point of view, clinical psychologists call this as “responsive parenting” and this practice stimulates a child’s cognitive development much faster than the rest. Eventually, a child whose cognitive development is advance has a better academic performance (Topor, et al., 2015).

Extent of the Parental Involvement of Parents to School Activities when they are grouped according to the Areas of Parenting, Communicating, Volunteering, Learning at home, Decision-making and Collaborating with the Community

Table 3

Extent of the Parental Involvement of Parents to School Activities in the Area of Parenting

	Items	Mean	Interpretation
1	I show to my child that I care or support his/her education.	4.76	Very Great Extent
2	I provide the basic needs of my child such as food, clothing and education.	4.84	Very Great Extent
3	I encourage my child to do his homework on his own but give necessary help when needed.	4.76	Very Great Extent
4	I encourage my child to pursue /develop his/her talent such as drawing, writing, dancing and singing.	4.69	Very Great Extent
5	I teach my child the good behavior and right conduct.	4.79	Very Great Extent
	Overall Mean	4.77	Very Great Extent

The extent of the parental involvement of parents to school activities in the area of parenting overall mean score is 4.77 interpreted as Very Great Extent.

The respondents got the highest score of 4.84 interpreted as Very Great Extent in the item, “I provide the basic needs of my child such as food, clothing and education” and got the lowest score of 4.69 interpreted as Very Great Extent in the item, “I encourage my child to pursue /develop his/her talent such as drawing, writing, dancing and singing.”

The result was pretty impressive. It implies that parents have responsive parenting. They give their tremendous amount care, affection and nurture to their children’s needs. Schools should also help parents with information on how to create a conducive-learning environment at home. This can be achieved through sharing information related to parenting approaches which include child’s health, nutrition, discipline and adolescence. In return, the schools should endeavor to assimilate and incorporate the students’ family life orientation into what is taught in the classroom.

Parent involvement is indeed growing largely as promoted by schools to legitimize claims that indeed, with parents around, students will perform best in school. Parent involvement, being the family and the immediate community of the child, actively creates a more caring educational environment for learners, (Eipstein, 2014).



Table 4

Extent of the Parental Involvement of Parents to School Activities in the Area of Communicating

	Items	Mean	Interpretation
1	I attend PTA meetings, Conferences and other special meetings called by the school.	4.19	Great Extent
2	I meet and confer personally with the teachers or school personnel when called upon.	4.30	Great Extent
3	I immediately respond to communications from school.	4.24	Great Extent
4	I keep myself informed regularly of my child's progress / performance or accomplishments through report cards.	4.43	Great Extent
5	I encourage my child to share with me information and events happening in the school.	4.48	Great Extent
	Overall Mean	4.33	Great Extent

The extent of the parental involvement of parents to school activities in the area of communicating overall mean score is 4.33 interpreted as Great Extent.

Respondents got the highest score of 4.48 interpreted as Great Extent in the item, "I encourage my child to share with me information and events happening in the school" and got the lowest score of 4.19 interpreted as Great Extent in the item, "I attend PTA meetings, Conferences and other special meetings called by the school."

The result implies that parents need to consider and give importance to the PTA meeting, conferences or such meetings that was called by the school for that is relevant to their child's education and performance. This involves the two-way information sharing between the school and the parents regarding school programs and students' progress.

Hara & Burke, (2014) stated that when parents are involved with their children's education, the academic performance of a child is visibly enhanced & improved to a certain level. This is acknowledged not only by parents and teachers but also by most researchers. Parent involvement is at the center stage as an effective improvement strategy for children's education. Most importantly, parent and teachers collaboration should not start when a problem arises, it should be there from start to finish. An effective school-home partnership will eventually resolve education related issues.

Table 5

Extent of the Parental Involvement of Parents to School Activities in the Area of Volunteering

	Items	Mean	Interpretation
1	I support the projects and programs of the school by giving donations or rendering services.	4.07	Great Extent
2	I lend needed materials and equipment from home to be used in school.	4.01	Great Extent
3	I voluntarily serve as officer or member of the PTA or any association which I think I am a part.	3.75	Great Extent



4	I participate actively in the Brigada Eskwela	3.55	Great Extent
5	I voluntarily help in the School Feeding Program.	3.48	Moderate Extent
Overall Mean		3.77	Great Extent

The extent of the parental involvement of parents to school activities in the area of volunteering overall mean score is 3.77 interpreted as Great Extent.

The item in which the respondents got the highest score of 4.07 interpreted as Great Extent was, “I support the projects and programs of the school by giving donations or rendering services”. They got the lowest score of 3.48 interpreted as Moderate Extent in the item, “I voluntarily help in the School Feeding Program.”

The result implies that parents should be active and more responsive when it comes to the school feeding program for it may help to the health of their children not only to feeding program but for the activities related to their child’s education. For students will enjoy such voluntary participation by their parents it can develop and enhanced their communication skills with older individuals, become exposed to life outside school and they also emulate the volunteers and carry it on in their future life development.

Hill & Taylor article (2014), discussed their conceptual framework on academic successes with parents’ involvement. The two researchers outlined various mechanisms out of active parental involvement to schools, through numerous programs and policies. This is the result of a long-standing collaboration between families and schools to promote academic excellence among pupils. As identified, parental involvement in schools vary in degrees across cultural background, economic status of families, community context and even on developmental level.

Table 6

Extent of the Parental Involvement of Parents to School Activities in the Area of Learning at Home

	Items	Mean	Interpretation
1	I remind my child to read books, magazines and other printed reading materials.	4.39	Great Extent
2	I encourage my child to watch/ listen educational TV and radio programs.	4.37	Great Extent
3	I see to it that our home would be conducive for (my child) study.	4.54	Very Great Extent
4	I remind my child the importance of following a study schedule.	4.46	Great Extent
5	I check-up my child’s daily Accomplishments such as notebooks, test papers and assignments.	4.27	Great Extent
Overall Mean		4.41	Great Extent

The extent of the parental involvement of parents to school activities in the area of learning at home overall score is 4.41 interpreted as Great Extent.

The table shows that the respondents got the highest score of 4.54 interpreted as Very Great Extent in the item, “I see to it that our home would be conducive for (my child) study” and got the lowest score of 4.27 interpreted as Great Extent in the item, “I check-up my child’s daily Accomplishments such as notebooks, test papers and assignments.”



Result implies that the parents have potential parental action at home that produces good performance of their child in school. Furthermore, parents must check or update daily about their children's accomplishments in school. Parents have also to understand some activities in the school curriculum which their children require during their schooling progression, know on how to monitor their children's practices and behavior and on how to train their children on how to set and achieve appropriate career goal.

According to Wang & Khalil (2014), home-based involvement refers to or may include, time management being imposed at home by parents, say study time versus leisure time, monitoring of school works and asking the child about his progress in school. It may also include usual parent-child interactions where a parent gives encouragement to students.

Table 7

Extent of the Parental Involvement of Parents to School Activities in the Area of Decision-Making

Items	Mean	Interpretation
1 I give suggestions for the improvement of the school educational programs during the parent-teacher conferences.	3.82	Great Extent
2 I participate in the planning of school programs and activities.	3.84	Great Extent
3 I support the mission and objectives of the school.	3.94	Great Extent
4 I am an active PTA/PTO member or other parent organizations, advisory councils, or committees (e.g., curriculum, safety) for parent leadership and participation.	3.76	Great Extent
5 I give guidance to my child in his/her decision-making and listen when he/she confides something to me.	4.10	Great Extent
Overall Mean	3.89	Great Extent

The extent of the parental involvement of parents to school activities in the area of decision-making overall mean score is 3.89 interpreted as Great Extent.

As presented in the table, respondents got the highest score of 4.18 interpreted as Great Extent in the item, "I give guidance to my child in his/her decision-making and listen when he/she confides something to me" and got the lowest score of 3.76 interpreted as Great Extent in the item, "I am an active PTA/PTO member or other parent organizations, advisory councils, or committees (e.g., curriculum, safety) for parent leadership and participation."

Result implies that when it comes in guiding their children, parents are much responsive. But they are less active when it comes in participating, such as being a PTA/PTO member or in other parent organizations, advisory councils, or committees. It is of paramount importance that parents are involved in the administration, governance and decision-making roles.

School involvement refers to a kind of parental involvement where a parent directly talks to the teacher and make follow-ups on child issues like attendance, classroom participation, grades, etc. This may also include parents' participation in school events and volunteering at any capacity to help the school (Wang & Khalil, 2014)

Table 8

Extent of the Parental Involvement of Parents to School Activities in the Area of Collaborating with the Community

Items	Mean	Interpretation
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1	I attend the affairs of the school such as programs; convocations or commencement exercises participated in by my child.	4.13	Great Extent
2	I facilitate the exchange of information between the school, home and community.	3.94	Great Extent
3	I support community-outreach programs of the school such as learning centers, botanical garden etc.	3.84	Great Extent
4	I encourage the neighborhood to cooperate with the personnel of the school.	3.75	Great Extent
5	I cooperate with the officials of the community to combat social problems in order to safeguard the well-being of children.	3.85	Great Extent
Overall Mean		3.90	Great Extent

The extent of the parental involvement of parents to school activities in the area of collaborating with community overall mean score is 3.90 interpreted as Great Extent.

As depicted in the table, the respondents got the highest score of 4.13 interpreted as Great Extent in the item, “I attend the affairs of the school such as programs, convocations or commencement exercises participated in by my child” and they got the lowest score of 3.75 interpreted as Great Extent in the item, “I encourage the neighborhood to cooperate with the personnel of the school.”

The result further implies that parents should have enough communication not only to the teachers but also to the school and other parents. They must be active and give their full support to some activities in which their children participated. This regards student’s improvement in learning outcomes, exposure to more learning opportunities, tapping talents for those with extra-curricular potentials.

Academic socialization, in this context, refers to parent-child interactions where parents constantly encourage the child to do well in school, career goals and planning of future employment, basic preparations, among others (Wang & Khalil, 2014)

Level of Academic Performance

Table 9

Student’s Level of Academic Performance

Variable	First Quarter	Second Quarter	Total Average	Interpretation
Grade 6	86.26	88.54	87.40	Very Satisfactory
Grade 10	85.45	85.61	85.53	Very Satisfactory



The result revealed that the academic performance of grade 6 and grade 10 is rated Very Satisfactory. This implies that the grade 6 and grade 10 learners are performing well in their academic activities.

Hara & Burke, (2014) stated that when parents are involved with their children's education, the academic performance of a child is visibly enhanced & improved to a certain level. This is acknowledged not only by parents and teachers but also by most researchers. Parent involvement is at the center stage as an effective improvement strategy for children's education.

Relational Analysis between the Level of Awareness and Academic Performance

Table 10

Relationship between the Level of Awareness and Academic Performance

Variable	rho	p-value	Sig Level	Interpretation
Level of Awareness	0.142	0.252	0.05	Not Significant
Academic Performance				

Testing if there is no significant relationship between the level of awareness and academic performance of students, data yielded was $\rho = 0.142$ and a p -value of 0.252, which is greater than 0.05 level of significance.

Therefore, there is no significant relationship between the level of awareness and academic performance of learners, thus the hypothesis is accepted. This implies that whether the level of awareness of parents to school activities is high or low, it does not affect the academic performance of learners. Parents are still supportive to the needs of their children so that their academic grades will improve.

Relational Analysis between the Parental Involvement and Academic Performance

Table 11

Relationship between the Parental Involvement and Academic Performance

Variable	Rho	p-value	Sig Level	Interpretation
Parental Involvement	0.705	0.035	0.05	Significant
Academic Performance				

Testing if there is a significant relationship between the level of awareness and academic performance of students, data yielded was $\rho = 0.705$ and a p -value of 0.035, which is lesser than 0.05 level of significance.

Therefore, there is a significant relationship between the parental involvement and academic performance of students, thus the hypothesis is rejected. This implies that parental involvement greatly influences the child's performance at school. Parents who are more involved in school activities have performing children.

As cited by Hara & Burke (2014) when parents are involved with their children's education, the academic performance of a child is visibly enhanced & improved to a certain level. This is acknowledged not only by parents and teachers but also by most researchers. Parent involvement is at the center stage as an effective improvement strategy for children's education.

CONCLUSIONS

The study found that the awareness of curricular and non-curricular school activities was generally high, while parental involvement was very great in parenting and great in communicating, volunteering, learning at home, decision-making, and



collaborating with the community. Learners' academic performance in the first and second quarters was very satisfactory. Differences in parental awareness were significant according to educational attainment for curricular activities and according to grade level for non-curricular activities, while parental involvement showed significant differences in communicating and decision-making according to age, learning at home according to grade level, and collaborating with the community according to age and educational attainment; other variables showed no significant differences. The study further revealed that parental awareness had no significant relationship with learners' academic performance, whereas parental involvement had a significant relationship with academic performance. The findings suggest that parents should strengthen their awareness of seminars, workshops, conferences, academic, cultural, social, physical, and other school activities, while giving particular attention to volunteering and active participation in school programs. Overall, the study concludes that although parents' awareness of school activities alone does not significantly influence learners' academic performance, active parental involvement in the education and school activities of their children plays an important role in promoting better academic performance and achievement.

RECOMMENDATIONS

Based on the findings, school administrators should strengthen parent-school partnerships by creating a welcoming and supportive environment, providing meaningful opportunities for parental participation, and ensuring that communication is clear, accessible, and understandable. Teachers should actively encourage parents to participate in planning and implementing classroom activities while maintaining respectful and positive communication that recognizes their contributions. Parents, on the other hand, should better understand their roles and responsibilities in their children's education by working closely with teachers and school staff, supporting learning at home, participating in school activities, staying informed about their children's progress, and advocating for their educational needs. Finally, future researchers are encouraged to conduct further studies on parental awareness, involvement, and learners' academic performance to provide additional evidence that can support continuous school-based improvement and strengthen family-school partnerships.

Conflict of Interest

The author declares the absence of any conflict of interest that could have influenced the content or conclusions of this paper. She affirms that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity, or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

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