

Parental Involvement and its Effect on the Academic Achievement of College Students in a Private Catholic Institution

Sheila Rose T. Lumaygay¹
College of Business
San Agustin Institute of Technology,
Valencia City, Philippines

Denise O. Orong²
Chief Operating Officer
Liceo de Cagayan University,
Cagayan De Oro, Philippines

Abstract:- When parents are actively engaged in their children's education—through activities such as attending school meetings, helping with homework, and fostering educational aspirations—it often leads to improved academic achievement. This paper aimed to establish which domain of parental involvement shows significant relationship with students' academic achievement. Using a standardized adopted questionnaire, the study surveyed 96 parents of college students enrolled in San Agustin Institute of Technology through purposive sampling procedure. The demographic profile revealed that most of the parents were married (83.33%) and high school graduates (43%). Additionally, in terms of family monthly income, most parents earned below P10,000.00 (\$171.84), and a majority were farmers (34.46%). Regarding the level of variables, parental involvement was high. In terms of their children's academic achievement, most students earned very good grades in both the 1st and 2nd semesters. When the test of relationship was executed, it was found that parental involvement is significantly associated with academic achievement. This suggests that parents' involvement and support in their children's academic endeavors are linked to higher academic grades, particularly by enhancing children's learning in the home environment and utilizing community services in school programs. Thus, there is a need to intensify parents' involvement in their children's education, even at the college level.

Keywords:- Parental Involvement, Academic Achievement, Learning at Home, Volunteering, Parenting.

I. INTRODUCTION

Parental involvement holds enduring importance in a child's education, impacting academic success, character formation, and overall school enjoyment. According to Wilder [1], parental involvement occurs when parents engage in their child's schooling both inside and outside the classroom, fulfilling educational needs. This involvement may take place during classroom activities or extracurricular engagements. Epstein [2] categorizes parental involvement into six types: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. These categories not only serve as a checklist for

parents but also help educators create school-family partnership programs to foster academic success.

Research supports the significant role of parental involvement in a child's academic success. Young et al [3] found that parental involvement boosts a child's perceived competence, provides security, and helps internalize the value of education. Hornby and Lafaele [4] noted that it also improves parent-teacher relationships, teacher morale, and parental confidence. Conversely, children whose parents are not actively involved often show low self-esteem and poor academic performance [5].

The Philippine Education Act [6] emphasizes parental choices, responsibilities, and strategies among Filipino families. However, there is a gap in understanding the extent of Filipino parents' roles in their children's education, especially at the college level. This issue is evident in the frustrations of educators at San Agustin Institute of Technology (SAIT) regarding students' grades. Many students with academic problems have parents who rarely engage with the school.

School records indicate that only 313 out of 560 (56%) parents of college students at SAIT attended a PTA meeting on June 14, 2017. These engaged parents participate in various school activities and communicate regularly with teachers. However, 247 parents (44%) remain passive, possibly due to a lack of awareness or resources.

Thus, this study aims to investigate the reasons for reduced parental involvement at the college level at SAIT and highlight its importance in academic performance to motivate parents to become more involved.

➤ Parental Involvement

Every individual originates from a family, making parental involvement crucial at every stage of personal development. The nature of this involvement can vary across different cultures and societies. Parental engagement encompasses various activities such as effective parenting at home, providing essential needs, encouraging positive behavior, instilling social values, and fostering educational aspirations [7].

Epstein et al.'s [8] comprehensive framework outlines six areas of parental involvement that impact children's learning outcomes. This model is a valuable tool that links parental engagement with educational results, bridging the interconnected realms of family, school, and community. The six kinds of parental involvement are “*child rearing or parenting, communication, volunteering, learning-at-home, decision-making, and collaborating with the community*”. Each type of support influences a child's growth, development, and learning, as well as having an impact on parents, schools, and the community [7].

Parental involvement in education primarily begins with effective *parenting*, which involves creating a supportive home environment for children. Schools can assist parents by providing guidance on how to establish a positive learning atmosphere at home, including tips on child health, nutrition, discipline, and development. Integrating aspects of students' home lives into classroom learning can also be beneficial. This approach can lead to better discipline, higher school attendance, increased learning time, and a greater appreciation for education in the future [8] [9] [10].

The second type of parental involvement is *communication*, which entails the two-way exchange of information between students and parents about class assignments and student progress. Schools are encouraged to implement various methods for transferring information between teachers and families. Often, parents are advised to reach out to schools at the beginning of each grade level. This can include periodic parent-teacher meetings, phone calls, messaging, social media platforms, and student report cards. [11]. This creates a strong communication link, forming the basis for discussions if the student encounters issues later in the year. Students who benefit from this type of communication experience improved academic progress, better school attendance, greater clarity about their courses, enhanced interpersonal skills, and a deeper understanding of school rules and procedures [8] [11].

The third type of parental involvement is *volunteering*, which aims to support school goals and enhance student learning. Schools should implement strategies to encourage family members to volunteer and participate in school activities and events, particularly parents with special skills. These volunteers can serve as class parents, mentor students during school assemblies, organize school visits with established role models, participate in community service projects, and join students in sports activities [12] [13]. Students who benefit from their parents' voluntary participation develop better communication skills with adults, gain exposure to life beyond school, and are likely to emulate these volunteers, carrying these experiences into their future personal development [8] [14].

The fourth type of parental involvement is termed as learning at home, recognizing the home as the primary educational environment for all students where parents actively engage with their children during their developmental stages. In this regard, schools should assist parents with interactive activities that enhance learning

experiences similar to those taught in school. This may include encouraging parents to engage in activities from the school curriculum that support their children's academic progress, providing guidance on monitoring their children's behavior, educating parents on how to help their children set and achieve appropriate career goals, and assisting them in selecting school programs that best suit their children's educational interests. [15] [16]. Students who benefit from such parental involvement demonstrate improved test scores, enhanced homework completion rates, and develop a positive attitude towards schoolwork [8].

The fifth type is known as *decision-making*. Decision-making is crucial in various aspects of children's lives, parental involvement influences children's developmental and educational outcomes through mechanisms like modeling, reinforcement, and instruction. Active participation by parents ensures that educational decisions align with the child's unique needs, strengths, and aspirations. This involvement ranges from selecting appropriate schools and extracurricular activities to participating in parent-teacher conferences and advocating for their child's educational rights. Moreover, when parents are involved in decision-making, they can model critical thinking and problem-solving skills for their children. By observing their parents making informed choices and engaging in discussions about educational paths, children learn to approach their own decisions with greater confidence and responsibility. This active role also helps in developing a stronger parent-child bond, as children feel valued and understood when their parents take an interest in their academic lives [8] [17] [18].

The last domain of parental involvement is *collaborating with the community*. Parental involvement in collaboration with the community significantly enhances a child's academic and social development. This involvement includes participating in school boards, volunteering for community projects, and partnering with local organizations to support educational initiatives. When parents collaborate with community members, they bring diverse perspectives and resources into the educational environment. This can lead to the development of more inclusive and comprehensive educational programs that address the varied needs of students. For instance, parents can help organize community events that promote cultural awareness and inclusion, fostering a more understanding and cohesive school community. The network gatekeeper may be concerned in any of the aforementioned involvements. The related advantages to understudies incorporate improved learning results, introduction to all the more learning chances, tapping gifts for those with additional curricular possibilities, applying the school information with world substances, best decision in vocation choices and capacity to connect with different people separated from understudies, instructors and their folks [8] [15] [19].

Ultimately, once parents establish an effective motivational approach to foster academic achievement, it is crucial for them to become active participants in the learning process. This involvement ensures that their child has the tools and necessary support to become an effective and

efficient learner in the long term. “A child’s education starts at birth,” experts say “and the most crucial years of learning actually come in the first six years of a child’s life” [20]. However, this does not mean that parents’ involvement is not needed when the child reaches college.

➤ *Academic Achievement*

Academic achievement represents how well a student performs in their educational pursuits, typically seen through grades, test scores, and other assessments. It is more than just learning facts; it includes developing critical thinking, problem-solving skills, and a curious mind. Academic success is usually measured by standardized tests that compare students across regions, grades, and GPAs, reflecting ongoing performance. Classroom assessments, portfolios, and practical projects also provide insights into a students’ abilities [21] [22] [23].

Academic achievement could be an indicator for the students’ personal growth, develop skills and habits, and level of learning successes. In fact, as mentioned by several authors that good academic achievement opens doors to higher education and better job opportunities since employers often seek candidates with strong academic records as a sign of discipline and knowledge [24] [25].

Lastly, academic achievement is a multifaceted construct influenced by various factors that interact to shape students’ success in educational settings. Research has shown that parental involvement, metacognitive awareness, school structural characteristics, attendance, achievement value, teachers’ support, learning styles, peer interactions, perfectionism, thinking styles, facilities management, achievement motivation, learning time, body image concerns, instructional methods, and educational environments all play significant roles in determining academic outcomes [26] [27] [28].

➤ *Correlation between Measures*

Research consistently demonstrates a positive correlation between parental involvement and students’ academic achievement across diverse educational settings. Studies conducted by Fatimaningrum [29], Jeynes [30], and Castro et al. [31] have underscored the advantageous effects of parental involvement on academic achievement. Their findings indicate that when parents are actively involved in their children’s education, students generally exhibit higher academic performance.

The role of parental involvement in academic achievement goes beyond monitoring their child homework or attending school events. It includes providing emotional support, setting high expectations, and fostering a positive attitude towards learning. Englund et al. [32] highlighted the significant influence of parental expectations for their children’s educational attainment on academic achievement. Moreover, research conducted by Pinatil et al. [33] identified a noteworthy correlation between the degree of parental involvement and students’ academic performance.

Another interesting review that support the connection between the variables in this study is the proposition of Castro et al. [31]. These authors provide a notable review supporting the linkage between parental involvement and students’ academic performance. Their meta-analysis of 37 studies from 2000 to 2013, covering kindergarten to secondary schools, has found that the most effective parental involvement often entails the general supervision of children’s learning activities. High academic outlooks, continuing communication about school, and fostering reading habits were strongly associated with higher achievement.

Furthermore, the socio-economic status of families can also influence the connection between parental involvement and academic achievement. Zhang et al. [34] emphasized that parental involvement serves as a mediational mechanism in the relationship between family socioeconomic status and academic achievement. This suggests that parental involvement can play a vital part in bridging the gap in academic results between understudies from different socio-economic backgrounds.

II. METHODS

➤ *Research Design*

This research employed a quantitative, non-experimental research design, utilizing descriptive-correlational techniques. This design often explores the relationship between variables without manipulating them. These designs are prevalent in social sciences [35] [36]. In this research design, data collection methods such as surveys, questionnaires, and documentation are commonly employed [38]. Thus, the researchers believed that this design is appropriate for the present study since it aims to ascertain the significant correlation between parental involvement and academic achievement in college students at SAIT.

➤ *Research Locale and Participant*

The research locale of the study was San Agustin Institute of Technology (SAIT), located at Fr. Manlio Caroselli Street, Poblacion, Valencia City, Bukidnon. SAIT is a non-stock, non-profit Catholic and technical school with three departments: Business Administration, Education, and SWOATECH (Social Works, Office Administration, and Technologist).

The respondents included 96 parents of college students from SAIT during the 2017-2018 school year. A non-probability method using purposive sampling technique was used, selecting parents of third and fourth-year students who met specific criteria.

➤ *Research Instruments*

A survey method was employed to collect data on parental involvement and academic achievement. The questionnaire was adapted from the work of Joyce Epstein’s [2019] entitled “*Framework of Six Types of Involvement Describes Six essential dimensions of youth, family, and community Engagement and Partnership in Schools*”. The questionnaire comprised two parts: socio-demographic profile and parental involvement types. The first part

collected basic information about respondents, while the second part included 21 closed-ended questions rated on a four-point Likert scale.

➤ *Ethical Consent*

To ensure ethical standards, the researchers followed a strict protocol:

- Approval from the adviser and the Dean of the School of Graduate Studies.
- Completion and submission of the Research Ethics application form.
- Review and approval by the Research Ethics Review Committee.
- Obtaining permissions from relevant authorities and securing respondents' consent.
- To maintain confidentiality and ensure proper handling of responses, the researchers implemented stringent ethical principles and protocols. They utilized plagiarism detection software to meticulously examine their manuscript, ensuring its integrity and confirming its originality. Through these ethical practices, the researchers guaranteed the development of a high-quality study that adhered to rigorous ethical standards.

III. RESULTS

➤ *Parents' Socio-Demographic Profile*

Table 1 presents the socio-demographic profile of the parents of college students of San Agustin Institute of Technology (SAIT). The data displays that the majority, or 83.33%, of students' parents are married, 8.33% are widowed, and 6.25% are single. Another set of data presented is the educational attainment of the parent-respondents. The majority, or 44.79%, of the parents are high school graduates, while only 25% have completed a four-year degree course.

Table 1 Parents' Socio-Demographic Profile

VARIABLES	FREQUENCY	PERCENTAGE
Marital Status		
Single	6	6.25
Married	80	83.33
Annulled	0	0.00
Widow	8	8.33
Legally Separated	2	2.08
Total	96	100
Highest Educational Attainment		
Master's degree or higher	5	5.21
Four-year Degree	24	25
Vocational/Associate Degree	8	8.33
High School Graduate	43	44.79
Total	96	100
Monthly Income		
Above 40,000	4	4.17
31,000-40,000	3	13.3
21,000-30,000	10	10.42
11,000-20,000	4	14.58
Below 10,000	65	67.71
Total	96	100
Occupation		
Teacher	5	5.21
Businessman/woman	16	16.67
Farmer	35	34.46
Office worker	9	9.38
Construction worker	3	3.13
Unemployed	10	10.42
Others	18	18.75
Total	96	100.00

Furthermore, the family monthly income or the family's general economic status reveals that almost two-thirds of the total population, or 67.75%, have a monthly income below P10,000.00 (\$171.84). Fourteen respondents, or 14.58%, have a monthly income between P11,000 (\$198) and P20,000 (\$344), while only 14 parents out of 96 total respondents belong to the third highest income bracket, earning between P21,000 (\$360) and P30,000 (\$516) a month.

Lastly, the findings show that in terms of occupation, more than one-third of the population, or 34.46%, of parents are mainly farmers, followed by 18.75% who are in diverse occupations such as laborers, OFWs, sewers, maintainers, painters, etc. The third highest group in number are businessmen and businesswomen, comprising one-sixth of the total population.

➤ *Level of Parental Involvement*

Table 2 establishes the level of parental involvement among college students at San Agustin Institute of Technology. The findings show that parental involvement had an overall mean of 3.21 (SD=0.838), described as "occasional." This indicates that parental involvement among college students is high. When assessed individually, parenting had the highest mean of 3.62 (SD=0.570), described as "regular," indicating it as very high. Conversely, volunteering obtained a mean value of 2.68 (SD=1.015), described as "occasional," suggesting it as high.

Table 2 Level of Parental Involvement

Indicators	Mean	SD	Descriptive Rating
Parenting	3.62	0.570	Regular
Learning at Home	3.40	0.753	Occasional
Decision Making	3.24	0.928	Occasional
Collaborating with Community	3.24	0.886	Occasional
Communicating	3.08	0.878	Occasional
Volunteering	2.68	1.015	Occasional
Overall Mean	3.21	0.838	Occasional

Scale	Limits	Description Rating	Interpretation
4	3.50-4.00	Regular	Very High
3	2.50-3.49	Occasional	High
2	1.50-2.49	Seldom	Low
1	1.0-1.49	Never	Very Low

➤ *Level of Academic Achievement*

Table 3 shows the general point average of the students in SAIT for the first and second semesters. In the first semester, it can be noted that almost half of the total population or 45.83% have a GPA between 1.6 - 2.0 which is equivalent to a verbal description of very good, 22.92% has 2.1-2.5 and a verbal description of good, while only 20.83% got 1.1-1.5 which is described as excellent. It is good to note that no student in the population has a failing grade, incomplete, or dropped out.

Table 3 Level of Academic Achievement

GPA	1st Semester			2nd Semester		
	Frequency	Percentage	Descriptive Rating	Frequency	Percentage	Descriptive Rating
1.0 - 1.5	20	20.83	Excellent	11	11.46	Excellent
1.6 - 2.0	44	45.83	Very Good	41	42.71	Very Good
2.1 - 2.5	22	22.92	Good	27	28.13	Good
2.6 - 3.0	10	10.42	Fair	13	13.54	Fair
5.0/INC/ DR	0	0	Poor	4	4.17	Poor
Total	96	100.00		96	100.00	

In the second semester, however, a significant change can be noticed in the general point average of the population as the number of students who got 1.1-1.5 decreased to 11 while those who got 1.6-2.0 also decreased by 3. In addition, the students who got 2.1-2.5 and 2.6-3.0 increased by 5 and 3 respectively. It can also be noted that during the second semester, there were already four students who failed, dropped, or received an incomplete grade.

In both the first and second semesters, it can be noted that the majority of the students belong to the second highest bracket of grades which is 1.6-2.0 GPA described as very good

➤ *Correlation Analysis between Demographic Profile, Parental Involvement, and Students' Academic Achievement.*

Table 4 shows the test of correlation between the various domains of parental involvement, parents' demographic profile, and students' academic achievement. The table indicates that there is no direct relationship between parents' demographic profile and students' academic achievement, as the p-values in each category are higher than 0.05. Therefore, the null hypothesis must be accepted.

Table 4 Correlation Analysis between Demographic Profile, Parental Involvement, and Students' Academic Achievement

Variables	First Semester			Second Semester		
	Pearson Correlation	p-value	Interpretation	Pearson Correlation	p-value	Interpretation
Demographic Profile						
Marital Status	0.036	0.725	Not significant	0.014	0.892	Not significant
Education	0.142	0.167	Not significant	0.063	0.545	Not significant
Income	0.125	0.223	Not significant	0.106	0.304	Not significant
Occupation	0.109	0.291	Not significant	0.070	0.497	Not significant
Parental Involvement						
Parenting	0.018	0.862	Not significant	0.091	0.383	Not significant
Communicating	0.097	0.345	Not significant	0.158	0.128	Not significant
Volunteering	0.032	0.760	Not significant	0.052	0.620	Not significant
Learning at Home	0.083	0.422	Not significant	0.219	0.034	Significant
Decision Making	0.108	0.294	Not significant	0.195	0.059	Not significant
Collaboration with Community	0.045	0.663	Not significant	0.205	0.048	Significant

Significant at the 0.05 level
ns= not significant

Furthermore, among the types of parental involvement, only learning at home and collaboration with the community exhibit a significant relationship with students' academic achievement, with p-values of 0.034 and 0.048, respectively. **Thus, the null hypothesis which states that there is no significant relationship between parental involvement and academic achievement is rejected.**

IV. DISCUSSION AND PRACTICAL IMPLICATION

➤ *Parents Socio-Demographic Profile*

In the parents' socio-demographic profile of parents-respondents of San Agustin Institute of Technology, the finding showed that most of the parents are married. The different family structures that are shown in the table have an important bearing on the students' behaviors, perspective in life, and even academic performance which could be detrimental or favorable. According to the Center for Marriage and Families (2005), family structures in America have been noted to have affected a preschooler's readiness in attending school and was later on noticeable in the students' educational success in college. Children from intact families, on average, exhibit fewer behavioral problems, less psychological distress, and greater academic achievement compared to children of divorce [39].

In terms of highest educational status, the data displayed that majority of the parents was high school graduate. Based on the results, it can be inferred that these parents value education a lot for despite the majority of them having finished until high school level only, still, they send their children to college. The results are in contrary to the findings of Lee and Ping (as cited by Gooding [40]) who concluded that students whose parents only achieved high school were more times likely to drop out of school by 10th grade. According to Gooding [40], parents' educational attainment can be used as the basis for the discipline and atmosphere that they instill and create at home which directly links to the children's academic performance in school. Those who are highly educated are more likely to understand the pressures of college life and therefore, provide a better atmosphere at home. In the same way that those parents with low educational attainment, most often, do not understand the significance of their role in their child's learning success. This is notable with parents who display no interest in helping his/her child's homework, less parent-child communication about school performance, and weak school relationship with the teachers.

Moreover, in terms of monthly income, the result exposed that most of their parents has a monthly income below P10,000.00 (\$172). Paramount researches have proven that parent's socio-economic status greatly affects their involvement in their children's education. According to Lyman [41] parents with high monthly income are more likely to provide for the physiological needs of their children which are necessary to do well in school. It was supported by Garcia (2018) who further purports that parents with low socio-economic status may not possess the necessary "social

and cultural capital" to feel comfortable in getting involve with the different school activities and authorities.

However, Garcia [42] also added that in the Philippine setting most parents, despite the odds of having low socio-economic status, support their children's education in the hope that they would become professionals and help the family in return. This cultural mind-setting propels most parents, even those with meager incomes, to sustain their children's education as much as possible until college.

Lastly, findings show that in terms of occupation, most of the parents are mainly farmers and followed by diver's occupation such as laborers, OFWs, sewers, maintainers, painters, etc.

➤ *Level of Parental Involvement*

Overall, the finding showed that the level of parental involvement was high. The high level of parental involvement among college students at San Agustin Institute of Technology is perceived due to the "occasional" to "regular" ratings given by the respondents on "*parenting, learning at home, decision making, collaborating with the community, communicating, and volunteering*". The finding suggests that parents established good parenting support and communication, provide conducive learning environment at home, and involve in decision-making in terms of educative process for their children. They also involved with their children in the immediate community and occasionally volunteering towards their child school programs and activities.

Parental involvement is a crucial factor in children's education, encompassing various dimensions such as involvement at home and with the school [43]. Studies have shown that parental involvement can take different forms, including informal teacher-parent communication, volunteering, and participation in school governance [44]. Moreover, parental involvement has been associated with students' motivation in learning, with parents acting as motivators, educators, and facilitators [45].

In the context of the academe, parents often engage in informal activities outside the school setting, such as providing nurturance, instilling cultural values, and checking homework [46]. Research has highlighted the importance of parental involvement not only in influencing academic success but also in fostering strong school-parent partnerships [47]. Additionally, increased parental involvement has been linked to positive student behaviors and attitudes toward school [48].

Parental involvement is not only beneficial for academic outcomes but also plays a crucial role in children's social and emotional development. For instance, parental involvement in the treatment of childhood disruptive behavior problems is considered a critical component of effective care [48]. Furthermore, differences in levels of parent involvement in education may impact children's literacy skills, emphasizing the importance of parental engagement during the schooling years [49].

➤ *Level of Academic Achievement*

In general, the result showed that most of the students garnered a very good rating in terms of general point average in both first and second semester. The result denotes that most of the students at San Agustin Institute of Technology are performing well academically. Based on the literature, when students achieve a very good GPA, it can have significant implications for their academic success and future prospects [29].

In conclusion, achieving a very good academic achievement or GPA is indicative of students' academic dedication, motivation, and potential for future success. It underscores the importance of various factors such as parental involvement, school climate, family structure, and student values in contributing to academic achievement. A high GPA can open doors to opportunities for further education, career advancement, and personal growth [50] [51] [52].

➤ *Correlation Analysis between Demographic Profile, Parental Involvement, and Students' Academic Achievement.*

One of the important objectives of this study is to establish whether demographic profile and parental involvement is significantly connected to academic achievement in 1st semester and 2nd semester of the students. Based on the empirical findings, that demographic profile shows insignificant relationship with academic achievement. This denotes that specific demographic characteristics do not significantly affect the academic performance of students at San Agustin Institute of Technology. The finding is incongruent to the proposition of several authors. Several experts [53] [54] [57] conducted a study which revealed that, even after controlling for factors such as parents' level of education and immigrant status, parental educational expectations were positively correlated with adolescent academic self-efficacy. This suggests that factors beyond demographic profiles may have a more significant impact on academic achievement. Additionally, several authors proposition stipulated [55] [56] [58] that socioeconomic status, indexed through parent educational accomplishment, profession, and income, is an influential factors of youngsters' developmental outcomes. This implies that broader socioeconomic factor may play a more critical part in academic success.

Another significant result in this study is to establish association between parental involvement and academic achievement among college students. In an aggregate and comprehensive measurement, parental involvement is significantly related with academic achievement. The result suggests that good parenting and communication, involve in learning with their child at home, decision making related to educative process, and collaborate with community activities and volunteering linked to academic achievement.

Parental involvement in children's education has been widely recognized as a crucial factor in enhancing academic performance and social competence [59]. This involvement encompasses various dimensions such as helping with homework, communicating with teachers, participating in

school activities, and engaging in cognitively stimulating activities [60]. Studies have shown that high levels of parental involvement lead to improved academic and emotional functioning among adolescents [61]. Moreover, high parental involvement is marked by favorable perceptions across various activities, which are correlated with positive student outcomes [62].

Research indicates that parental involvement plays a vital role in the scholastic success of students, with studies showing that it improves students' scholastic self-efficacy, intrinsic motivation to learn, and self-regulation, ultimately leading to improved academic performance [63]. Additionally, parental expectations and involvement have been identified as predictors of improved postschool outcomes for students, particularly those with disabilities [64]. Moreover, parental involvement has been linked to student achievement, with findings suggesting a positive relationship between the two [65].

Parental involvement is not only beneficial for academic success but also contributes to students' social awareness and peer relationships [66]. It has been emphasized that collaboration among teachers, parents, and students positively impacts children's treatment and quality of life, highlighting the importance of cooperation in inclusive education [67]. Furthermore, parental involvement has been associated with personal development and success in college, indicating its long-term positive effects on students' educational journey [68].

When assessed individually, the domain of parental involvement in terms of learning at home and collaboration with community only showed significant association with academic achievement in 2nd semester but not in 1st semester. The researcher believes that one of the reasons why two types of parenting were significant in the second semester while not significant in the first semester is because of the efforts conducted by the faculty and school administrators in the PTA meeting during the latter part of the first semester. It was during this time that parents were made aware of how important their roles are, which comes in different forms, in the academic achievement of their children.

V. CONCLUSION AND RECOMMENDATION

➤ *Based on the Findings of the Study, the Following Conclusions were Drawn:*

Parents of college students come from a diverse demographic profile and regardless of their marital status educational attainment, income, and occupation, they place importance in the education of their children that they send them to college, albeit, a private college. They are highly involved when it comes to discussing matters related to their child's education, and in giving motivation and guidance especially in choosing careers and profession to take. The level of academic performance which is very good denotes that students are engaged in learning and have the potential to ultimately graduate from college. Furthermore, this study verified that there is a significant relationship between student's achievement and their parents' involvement

particularly through learning at home and collaboration with the community.

➤ *Based on the Findings and Conclusion Drawn from the Study, the Following Recommendations are Formulated:*

- There is a need for the parents to be informed and made aware of the different types of parental involvement so they would understand the extent to which their role as parents are needed even in the college days of their children through symposiums.
- Parents-Teachers Council (PTC) have to intensify the partnership of the parents, the school, and the community so that each would actively play their part for the holistic growth of the children.
- It is suggested that there shall be a regular period for removing grades of INC before the start of each semester. Such grade may no longer be improved after one year immediately following the semester/term in which the grade was incurred.
- It is suggested that the College Department organize a Family Day to celebrate the essence of familial bonds and to cherish quality time with loved ones through engaging in enjoyable activities together.
- School administrators may embed in the curriculum spirit of volunteerism and the importance of the different types of parenting particularly in values formation subjects, to prepare these students of the responsibilities that they are going to take once they themselves become parents.
- Further studies should be done especially on the factors not explored by this particular study but may have affected parents' involvement among college students.

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