

Impact of Parental Involvement in Students Academic Performance of Primary Students from the Elementary Department in Arellano University-Plaridel Campus

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Publication Date: 2026/05/09

Abstract: This study aims to determine the impact of parental involvement in academic performance of students from elementary of Arellano University-Plaridel Campus. This study used questionnaires that were based on the different aspects of parental involvement. The respondents of this study were parents of the students from primary levels (Grades 1-3) of Arellano University-Plaridel Campus. The result shows that parental involvement plays a big role in the academic progress and development of the students. Thus, this will be more beneficial to the parents and the teachers as well as having a good relationship that may help the students develop their learning holistically.

Keywords: Parental Involvement, Academic Progress and Performances, Emotional Support, Involvement and Communication with Teachers.

How to Cite: Rachel Anne L. Malayao; Maria Allyza M. Baluyot; Neslie M. Brusas; Raciane M. Deleña; Kristal Leen B. Nucup; Bernadette B. Tacubanza (2026) Impact of Parental Involvement in Students Academic Performance of Primary Students from the Elementary Department in Arellano University-Plaridel Campus. *International Journal of Innovative Science and Research Technology*, 11(4), 3956-3961. <https://doi.org/10.38124/ijisrt/26apr1869>

I. INTRODUCTION

Every child's success is backed by the support of their parents which is why parental roles are very crucial to the child's development. Parental encouragement enables students to dream big and pursue significant goals in the future. When children receive consistent support from their parents, they can develop better social skills and enhance their self-esteem, all of which can contribute to a positive outcome. When it regards to school, parents who communicate with teachers regularly are more equipped to recognize their child's strengths and weaknesses that needs improvement. This collaborative approach helps address issues at early stage, preventing minor problems from escalating.

In this study, the researchers will explore the involvement of parents and how it impacts the academic progression of their child at school. This includes the frequency and type of involvement of parents, the parent-child relationship, the communication of parents with teachers, and the emotional support they provide for their child.

II. CONCEPTUAL FRAMEWORK

This study's framework is presented to visualize the process of exploring the relationship between involvement of parents to their child's progress in academic performances.

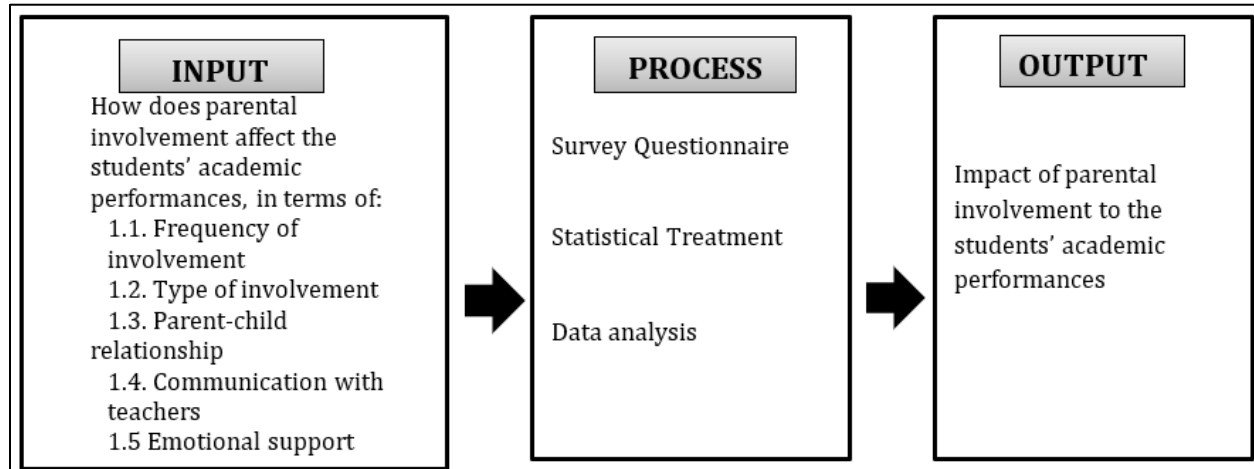


Fig 1 Research Simulacrum

➤ *Research Paradigm*

Figure 1 indicates the Input(I), Process(P), and Output (O) of the study. The Input includes the assessment of the respondents regarding their involvement to their child at school. The Process includes the methods used to utilize data gathering through survey questionnaire, which will undergo statistical treatment and data analysis. The Output includes the findings of the study, highlighting the involvement of parents to their child’s academic performances.

III. METHODOLOGY

This study used a quantitative approach through random sampling of the respondents. The respondents of the study were parents of elementary students, particularly from Grades 1 to 3. To gather and analyze numerical data, a survey questionnaire has been conducted and distributed to the respondents, aiming to show the objective of parental involvement in academic performance of students by using statistical method. The questionnaire consists of five sections: the frequency of involvement, type of involvement, the kind of parent-child relationship, the communication with teachers, and the emotional support provided by parents to their child, with each item rated on a predefined scale as shown below:

Table 1 Predefined Scale

| Interval | Rating Scale | Interpretation | Verbal Description |
|------------|--------------|----------------|-----------------------|
| 4.5 – 5.0 | 5 | Always | Very High Involvement |
| 3.5 – 4.49 | 4 | Often | High Involvement |
| 2.5 - 3.49 | 3 | Sometimes | Moderate Involvement |
| 1.5 - 2.49 | 2 | Rarely | Low involvement |
| 0.5 - 1.49 | 1 | Never | Very Low involvement |

The researchers developed the statement of the problem to guide data collection, forming the basis for the questionnaire items. A survey was conducted with 50 respondents, and the gathered data was compiled, analyzed, and interpreted. To determine the average of the collected responses, the Weighted Mean was applied as the statistical treatment, using the formula below:

➤ *Weighted Mean Formula*

$$\bar{X}_j = \frac{\sum_{i=1}^n X_{ij}}{n}$$

IV. RESULTS

This section provides an analysis and interpretation of the gathered data. To ensure consistency of purpose, all data were presented following the proper sequence in which the specific concerns were appropriately listed. Overall, the following discussions seek to address the primary concerns of the study, ensuring each question is comprehensively examined through analysis and interpretation of the content.

How does parental involvement affect the students' academic performances, in terms of:

- Frequency of involvement
- Type of involvement
- Parent-child relationship
- Communication with teachers
- Emotional support

Table 1 Frequency of Involvement

| QUESTION | WEIGHTED MEAN | INTERPRETATION | VERBAL DESCRIPTION |
|---|---------------|----------------|-------------------------|
| 1. I regularly help my child with their homework. | 4.34 | Often | High Involvement |
| 2. I attended parent-teacher meetings at least once per quarter. | 4.08 | Often | High Involvement |
| 3. I participate in my child's school events or activities. | 4.52 | Always | Very High Involvement |
| 4. I check my child's academic progress regularly. | 4.66 | Often | High Involvement |
| 5. I set a side time daily to discuss my child's school experience. | 4.52 | Always | Very High Involvement |
| OVERALL WEIGHTED MEAN | 4.42 | Often | High Involvement |

Table 1 shows the frequency of involvement of parents in pupils schooling with an overall weighted mean of 4.42, which interprets as "Often," with a verbal description of "High Involvement". This indicates that parents are often involved with their child in terms of schooling by means of monitoring their academic progress.

In the view of Christian, Morrison, & Bryant (1998), one of the factors affecting a student's academic progress is the interaction between parents and children, particularly through attentive parenting practices. This includes parental practices both from home and school.

Table 2 Type of Involvement

| QUESTION | WEIGHTED MEAN | INTERPRETATION | VERBAL DESCRIPTION |
|--|---------------|----------------|------------------------------|
| 1. I encourage my child to ask questions and explore new ideas. | 4.84 | Always | Very High Involvement |
| 2. I provide my child's resources for their studies (e.g., books, internet) | 4.96 | Always | Very High Involvement |
| 3. I avoid pressuring my child about their grades or performance. | 4.28 | Often | High Involvement |
| 4. I focus on praising effort rather than just results. | 4.44 | Often | High Involvement |
| 5. I provide guidance but allow my child to take responsibility for their tasks. | 4.84 | Always | Very High Involvement |
| OVERALL WEIGHTED MEAN | 4.67 | Always | Very High Involvement |

Table 2 illustrates the type of parental involvement in students' education, with an overall weighted mean of 4.67, with an interpretation of "Always" and a verbal description of "Very High Involvement". This suggests that parental support in supplying necessary resources significantly contributes to the academic performance of students.

According to Desforges and Abouchaar, (2003), the parents assistance offered have influences to the learning development and future achievement of pupils. Active involvement, such as providing guidance, encouragement, and academic support, positively impacts a child's performance and overall development

Table 3 Parent-Child Relationship

| QUESTION | WEIGHTED MEAN | INTERPRETATION | VERBAL DESCRIPTION |
|---|---------------|----------------|------------------------------|
| 1. My child feels comfortable discussing their school concerns with me. | 4.66 | Always | Very High Involvement |
| 2. I spend quality time with my child beyond school-related activities. | 4.70 | Always | Very High Involvement |
| 3. My child trusts me to support them during academic challenges. | 4.88 | Always | Very High Involvement |
| 4. I show interest in my child's hobbies and interest outside school. | 4.74 | Always | Very High Involvement |
| 5. I create an open and supportive communication environment at home. | 4.90 | Always | Very High Involvement |
| OVERALL WEIGHTED MEAN | 4.77 | Always | Very High Involvement |

In Table 3 it shows the parent-child relationship, with an overall weighted mean of 4.77, indicating an interpretation of “Always” and a verbal description of “Very High Involvement”. This means that creating an open and supportive communication environment of parents for their children at home can lead to a positive academic outcome.

Similarly in the study of Carmona-Halty, (2020) states that a good parent and child relationship can significantly affects the academic performance of the students positively. Therefore, parent and child relationship is one of the important environments needed of the students for their success because of its positive impact to the students’ academic performance.

Table 4 Communication with Teachers

| QUESTION | WEIGHTED MEAN | INTERPRETATION | VERBAL DESCRIPTION |
|--|---------------|----------------|-------------------------|
| 1. I regularly communicate with my child's teachers about their progress. | 4.06 | Often | High Involvement |
| 2. I collaborate with teachers to address my child's academic challenges. | 4.02 | Often | High Involvement |
| 3. I feel comfortable seeking advice from teachers regarding my child. | 4.14 | Often | High Involvement |
| 4. I inform teachers about personal factors that may affect my child's learning. | 4.06 | Often | High Involvement |
| 5. I review feedback from teachers and discuss it with my child. | 4.28 | Often | High Involvement |
| OVERALL WEIGHTED MEAN | 4.11 | Often | High Involvement |

Table 4 reveals the communication of parents to teachers, with an overall weighted mean of 4.11, indicating an interpretation of “Often” and a verbal description of “High Involvement”. This means parents and teachers communication was often practiced as it is very crucial to the development of the students. Parents can support and assist their child at home, particularly when a teacher gave feedback about the academic standing and performance of their child.

In the study of Epstein, (2001); Hill & Taylor, (2004) a good relationship between parents and teachers creates a positive environment where students can feel supported and motivated at the same time, leading them to excel academically.

Table 5 Emotional Support

| QUESTION | WEIGHTED MEAN | INTERPRETATION | VERBAL DESCRIPTION |
|---|---------------|----------------|-----------------------|
| 1. I encourage my child to do their best, even if they fail. | 4.82 | Always | Very High Involvement |
| 2. I provide comfort when my child feels stressed about school. | 4.90 | Always | Very High Involvement |
| 3. I celebrate my child's academic achievements, big or small. | 4.84 | Always | Very High Involvement |
| 4. I actively listen when my child shares their school-related struggles. | 4.94 | Always | Very High Involvement |

| | | | |
|---|-------------|---------------|------------------------------|
| 5. I help my child set realistic academic goals and work toward them. | 4.72 | Always | Very High Involvement |
| OVERALL WEIGHTED MEAN | 4.84 | Always | Very High Involvement |

Table 5 reveals the emotional support of parents to the students, with an overall weighted mean of 4.84, indicating an interpretation of “Always” and a verbal description of “Very High Involvement”. This indicates that emotional support from parents is always practiced as it is important to boost the self-esteem of the students in order to be more motivated to do well in school and in life.

Similarly to Martin and Dowson (2009), a good parent and child relationship can fulfill a child’s basic emotional needs and one of those is the sense of having good self-esteem and confidence. Pupils may explore things without the fear of judgement. This may result to positive academic success.

Table 6 Summary of the Parental Involvement

| Variables | WEIGHTED MEAN | INTERPRETATION | VERBAL DESCRIPTION | RANK |
|------------------------------|---------------|----------------|------------------------------|------|
| Frequency of Involvement | 4.42 | Often | High Involvement | 4 |
| Type of Involvement | 4.67 | Always | Very High Involvement | 3 |
| Parent-Child Relationship | 4.77 | Always | Very High Involvement | 2 |
| Communication with Teachers | 4.11 | Often | High Involvement | 5 |
| Emotional Support | 4.84 | Always | Very High Involvement | 1 |
| OVERALL WEIGHTED MEAN | 4.562 | Always | Very High Involvement | |

Table 6 shows the summary of findings of parental involvement and its effect on academic progress and performance of the students. The emotional support being provided by the parents to their child ranked first with a weighted mean of 4.84 which interprets as “Always” and a verbal description of “Very High Involvement.” The parent-child relationship between parents and students ranked second as it gets 4.77 for its weighted mean which interprets as “Always” with a verbal description of “Very High Involvement.” This was followed by the type of involvement that parents practiced to their child, which ranked third, having a weighted mean of 4.67 that interprets as “Always” with a verbal description of “Very High Involvement.” The frequency of involvement of parents to their child ranked fourth, with a weighted mean of 4.42 which interprets as “Often” and a verbal description of “High Involvement.” Moreover, the communication of parents to teachers ranked last with a weighted mean of 4.11 that interprets as “Often” and with a verbal description of “High Involvement.”

In general, the findings got an overall weighted mean of 4.562 that interprets as “Always” and with a verbal description of “Very High Involvement.” This result suggests that parental involvement plays a crucial role in shaping a child's academic progress and performance. The consistently high levels of parental support, engagement, and communication highlight the significant influence of parents in fostering a positive learning environment. While emotional support and strong parent-child relationships ranked highest, the findings also emphasized the importance of consistent parental participation in academic activities and maintaining open communication with teachers to further enhance student success.

V. DISCUSSION

Parental involvement plays a crucial role in shaping students' academic success and overall learning experience. This study examines how different forms of parental involvement contribute to students' academic progress at Arellano University-Plaridel Campus. Findings indicate that emotional support, strong parent-child relationships, and active participation in academic activities significantly enhance student performance. Parents who consistently communicate with their children and provide encouragement foster a positive learning environment that promotes motivation and achievement.

Beyond school efforts, students' academic performance is largely influenced by the frequency and quality of parental involvement. Consistent engagement—whether through monitoring schoolwork, attending school events, or maintaining communication with teachers—helps students develop better study habits, confidence, and discipline. Conversely, a lack of parental support may result in lower academic motivation and performance.

To maximize the benefits of parental involvement, key interventions are recommended. Schools should promote regular parent-teacher collaboration to ensure parents are well-informed about their child's progress. Encouraging open communication between parents and teachers can help address academic concerns early on. Additionally, workshops on effective parental support strategies can equip parents with the tools to foster their child's educational growth.

Strengthening parental involvement is essential in enhancing student achievement. Schools must create opportunities for meaningful engagement, provide guidance for parents, and implement policies that encourage active participation. By fostering a strong partnership between parents, teachers, and students, academic success can be better supported, leading to improved learning outcomes and overall student development.

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