

A Correlational Study on Parental Support and Academic Performance

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ABSTRACT

Parental support is one of the most important factors in children's education and has been associated with academic performance of students. This study aimed to determine the significant relationship of the parental support and students' academic performance in Dao Elementary School, Sta. Josefa District during the academic year of 2022-2023. Specifically, this study sought to determine the level of engagement of parents on the school activities, attitude of parents toward school activities, and academic performance of the students in Math; English; and Science. The study was conducted to 130 parents and 148 learners. The descriptive survey method of research was employed using a modified questionnaire for gathering the data. Descriptive statistics, analysis of variance and Pearson coefficient correlation were the statistical tools used to analyze the data. The results revealed that attitude towards school activities with an overall mean rating is 3.92 (SD=0.85) and is described as Strongly Agree, on parental engagement was not significant because it is greater than the significant value of 0.05 while English subject got 87.08. These respondents viewed their support in their children's education is an integral component to the success of their children. They are aware that their responsibilities go beyond feeding and raising their children also to give a good access to quality education. Parental Engagement had a significant relationship on the academic performances of the students in English and Science but not in Math. There can be other factors that have significant bearing to their academic performance in these areas. This includes students' motivation, peer influence, home and learning environment. Elementary learners are not mature enough to do well in their studies and are more goal-oriented even with or without full parental support. It is recommended that school administrators and stakeholders should continue in strengthening their relationships for the betterment of students and the community in general. Teachers should demonstrate effectiveness in delivering or facilitating the teaching-learning process to attain the desired outcome in the academic performance of the students. Students should strive hard and do well in their studies if academic performance has to be achieved.

Keywords: Parental Support, Academic Performance, Correlational research

INTRODUCTION

The roles of parents at home and at school have long been considered crucial for children's success in school. As the primary stakeholder of the school, there is a high expectation from parents to give their full support to the schooling of their children. Some parents are obviously concerned with their children. There are those parents who always attend classroom meetings, active in supporting school or classroom projects, communicate often to the advisers and subject teachers if the need arises, follow-up the academic performances or how their children behave in school. Some parents really showed that they are extremely concern with their children. However, there are parents who fail in presenting themselves in school that affects the academic performance of the students.

In foreign countries like Pakistan, students who have low parental support are found to avoid complicated tasks, unable to plan their activities and do not perform their assignments in school. It was also found out that students with low self-efficacy will not continue to work hard to accomplish their tasks and will allow fear and apprehension of obstacles to turn them away from their goals (Ahmad & Safaria, 2018). Moreover, a study conducted in San Francisco, California revealed that students' academic well-being is very essential to a child's outcomes in life because it will govern how children become successful in their later lives. This is why parents must take the ownership in their roles as parents in the educational journey of their children (Young, 2016).

Department of Education-Division of Manila mentioned that low parental support is related to more symptoms of student's anxiety and depression, negative well-being, lower self-esteem, and worse physical condition. Students with low parental support are believed to be more depressed, anxious, and helpless and have pessimistic thoughts about their accomplishments and personal developments. However, Parents have always been very important in the life of a child. Parents' role has been regarded imperative in the development of children (Santos et.al., 2017).

Parental support is one factor that has been consistently related to a child's increased academic performance. While this relation between parental support and a child's academic performance is well established, studies have yet to examine how parent involvement increases a child's academic performance. The goal of the present study was to test two variables that may mediate, or explain how, parental support is related to a child's academic performance. In Dao Elementary School, two possible mechanisms were examined for their ability to mediate the relation between parental support and academic performance. It was predicted that parental support would no longer be a significant predictor of a child's academic performance when the child's cognitive competence and the student-teacher relationship were accounted for in the analyses.

Review of Related Literature

This presents the review of related literature and studies which will be found relevant to the present investigation. This related literature and studies helped in the formulation of the problem and research instrument which strengthened the analysis and interpretation of findings.

Parental Support. Parental support plays a fundamental role in the schooling of a child and one of the most dominant factors in a child's education and is positively related to their academic performance. Parental support is closely associated with financial, emotional and educational support provided by parents and other family members at home (Shahzad et al, 2015). Many children flourished in numerous aspects of their lives specifically in academics during their school years however some children are average and or poor in their academic performance.

Hasan (2016) defines parental support as the help provided by the parents to their children in relation to their studies. Parents are acknowledged as the most important teacher in the students' life. Parent support is one of the most important contributions of parents that can make a positive impact in the development of an adolescent. According to Mih (2013), parental support fosters motivation and persistence in academics which leads to improve academic performance. Academic achievement or performance refers to the performance of students in school. Hasan (2016) states that in general academic achievement is the level of learning outcome in particular area of subject in relation to knowledge, understanding, skill and application as evaluated by concerned teachers.

The Impact of a Family on a Singular's Way of behaving. A family is undeniably more than an assortment of people sharing a particular physical and mental space, (McLanahan & Sanderful, 2017). A family might be viewed as a characteristic social framework, with properties generally all alone, one that

has advanced a bunch of rules, is loaded with relegated and credited jobs for its individuals, has a coordinated power structure, has created unpredictable obvious and incognito types of correspondence, and has explained approaches to arranging and critical thinking that grant different errands to be performed really (Goldenberg and Goldenberg, 2020).

Selfe (2018) declares that a family is a social unit comprised of individuals connected with one another by blood, birth, or marriage. It is a gathering portrayed by normal home, monetary co-activity, and propagation. As per him, elements of a family incorporate propagation of populace, care of the young, adjustment of connections among grown-ups and transmission of the social culture starting with one age then onto the next. In the current society, there ought to be a set number of youngsters in a family. The couple should consider a ton of issues like pay, size of your home, strength of the mother and individual requirements of the kids.

Legal Aspects of Working Together for Schools. Philippines has initiated an Adopt-A-School Law (Republic Act 8525) which strengthened the former RA 9155, where Brigada Eskwela or also known as “*Bayanihan para sa Paaralan* (Working Together for Schools)”. Furthermore, that Brigada Eskwela is a continuing reminder that the whole community has a significant role in the development of our learners and providing them a safe learning environment (Yanez, 2018).

Accordingly, school parents’ collective efforts are of great importance. There are many positive effects when parents play an active role in the educational process. Since children spend more their time at home than at school so their parents know them intimately, interact with them constantly and would never expect a payback from their children in helping them succeed in life. Parents are said to be the first and continuing educators of their children (Paglinawan, 2018). Also concluded in his study was the fact that parents who belong to ages 36 – 40 are at the right age of parenting and are capable of providing their children especially when it comes to education. Accordingly, older parents are more emotionally prepared and most of these parents are supportive during school events.

Parental Encouragement. Parental Encouragement is the extent to which the child sees his parents as empowering by guiding him and urging him with the goal that he may not feel dispirit at specific point of complexity (Bindu & Aruna, 2017). The students’ scholastic accomplishments, as research affirmed, were positively affected by extreme amount of parental support (Ruholt et.al., 2015), generally identified with parental association, measured by information of the child’s exercises in school and successive contact with the school. In whatever learning that students are embracing, parental encouragement is constantly crucial to guarantee students’ success and self-efficacy. There are proofs that parental support helps in spurring the child in performing better in school. It pushes the child to work hard so as not to frustrate their parents (Hashmi, Khalid, Akhter & Shoiab, 2017).

Parental Modeling. Parental modeling is related to students’ learning that they can get from parents’ pro-social behaviors (Hoover-Dempsey & Sandler, 2019). Students’ perspective of parental modeling in learning can help them assess their own scholastic abilities and performance. Students can learn by watching their parents’ models and will be motivated to learn when they know that their parents are actively interested in school. Whenever parents and children participate in mutual undertakings related to scholastic activities, especially those associations involving cognition and behaviors related to learning, parental involvement impacts students’ accomplishment results through parental modeling. Parents who face life’s difficulties sincerely and directly expose their children to examples of critical thinking strategies which can improve self-efficacy (Deshpande & Chhariya, 2018).

Parental Reinforcement. Parental reinforcement concentrates on parents’ strengthening behaviors that create and maintain student qualities associated with positive learning results (Borden et.al., 2017; Hoover-Dempsey and Sandler, 2019). It echoes the behaviorist learning perspective that underscore the significance

of outcomes that will happen after a behavior, which in turn, helps the development of behavioral pattern. When associated to students' learning, reinforcement principles propose that children will rehash behaviors (or learned examples of behaviors) when they are permanently connected with positive reinforcement (Borden, et.al.,2017) xhibitions, talks and exhibitions (Hill & Tyson, 2019).

Parental Instruction. Parental instruction appears in social connections amongst parents and children amid the involvement activities as both parents and children participate in shared learning strategies, processes, and results, and take part in educational methodologies (Hoover-Dempsey & Sandler, 2019). Direct parent involvement in instruction is by all accounts the lone powerful approach for cultivating achievement benefits (Rodriguez et.al., 2017; Sapungan & Sapungan, 2018), and all the active forms of parent engagement, parental instruction appears to be the best in achieving improvements in students' mentalities and behavior (Griffith, 2016). Among the circumstances that cultivate parent involvement programs that incorporate a focus on parent engagement in instruction are initiating learning experiences with children in home, helping with homework, and observing and empowering learning activities (Popa, 2016).

Academic Performance. The role of parents in the lives of their children does not end in their formative years but even in their college education. Even if parents want their children to be independent, they still must be part of the support system of their children. In the study conducted by Mendoza (2016) on attendance and parental support influencing college students' academic performance, results revealed that attendance and parental support still matter among college students' academic performance. Parental support should not only through financial matter but so with moral aspects as well. She added that a collaboration of family and school should be strong as it influences the academic performance of students.

Statement of the Problem

This study aims to determine the significant relationship of the parental support and students' academic performance in Dao Elementary School, Sta. Josefa District during the academic year of 2022-2023

Specifically, this paper will seek to answer the following questions:

1. What is the level of engagement of parents on the school activities?
2. What is the attitude of parents toward school activities?
3. What is the academic performance of the students in the following areas:
 - 3.1 Math;
 - 3.2 English; and
 - 3.3 Science?
4. Is there a significant relationship on the level of Engagement and Academic Performance of the students in the following areas :
 - 4.1 Math;
 - 4.2 English; and
 - 4.3 Science?
5. Is there a significant relationship parents on the school activities and academic performance of students?

METHODS

This chapter outlines the research design, setting, respondents, instrument, and statistical tools used in the study.

Research Design

This study employed a descriptive correlational research design to investigate the relationship between parental support and students academic performance. This design allows for the collection and analysis of data to describe the current situation and identify potential correlations between variables.

Research Setting and Respondents

The study was conducted in Dao Elementary School in Santa Josefa, with a sample of 130 parents and learners during the academic year 2022-2023.

Table 1. Distribution of Respondents

Grade Level	Total No. of Learners	Total No. of Parents
Grade I Ampalaya	27	24
Grade II Honest	21	18
Grade III Avocado	27	24
Grade IV Jade	20	17
Grade V Narra	28	25
Grade VI Rizal	25	22
Total	148	130

Research Instrument

A survey questionnaire was used to collect data from parents and learners. The instrument will measure parental support, student engagement, and academic performance.

Statistical Treatment of Data

Descriptive statistics and correlation analysis was used to analyze the data and identify potential relationships between variables.

Definition of Descriptive Research

Descriptive research is a method used to describe existing phenomena accurately (Atmowardoyo, 2018). This design is appropriate for this study as it allows for the collection and analysis of data to describe the current situation and identify potential correlation between variables.

RESULTS

This chapter presents the results of the data gathered, analyzed, and interpreted. The groups of data are presented and illustrated by following the sequence of the problems stated in Chapter 1.

Level of Parental Engagement in School Activities

Table 2. Respondent’s Level of Parental Engagement

Indicators	Mean	SD	Description
I participate actively during Brigada Eskwela.	3.83	0.79	At all times
I join and listen attentively during General Assembly.	3.86	0.76	At all times
I attend Homeroom Parent-Teacher meeting.	3.85	0.82	At all times
I am present in every parent-teacher consultation or card distribution.	3.83	0.92	At all times
If I fail to attend school activities, I make sure I have a representative on my behalf.	3.84	0.92	At all times
I help promote peace and order in my child’s school.	3.86	0.74	At all times
I actively participate in every activity involving parents and teachers in school.	3.86	0.85	At all times
I am aware of the school policies and programs.	3.91	0.84	At all times
I know very well my child’s teachers and friends.	3.20	0.79	Most of the time
I give my full support in all school activities.	3.90	0.86	At all times
Overall	3.86	0.88	At all times

Table 2 presents the respondents’ level on parental engagement. As manifested on the table, the overall mean rating is 3.86 (0.88) and is Always described as. The statement, I am aware of the school policies and programs got the highest mean rating of 3.91 (SD=0.84) and described as Always. While the indicator, I know very well my child’s teachers and friends has the lowest mean rating of 3.20 (SD=0.79) and described as Most of the Time.

Attitude of Parents Towards School Activities

Table 3. Respondent’s Attitude toward School Activities

Indicators	Mean	SD	Description
I feel welcome in this school.	3.94	0.76	Strongly Agree
Teachers and staffs are accommodating in answering queries.	3.95	0.73	Strongly Agree
I am interested in attending school activities.	3.92	0.79	Strongly Agree
I feel that my presence is important in every school activity.	3.92	0.92	Strongly Agree
I want to be informed ahead of time by my child’s adviser every time there is a school activity.	3.91	0.89	Strongly Agree
I can easily contact my child’s adviser every time I have a concern about my child.	3.11	0.71	Agree
I like to be involved in the decision making about things that affect my child in school.	3.94	0.82	Strongly Agree
I find the school activities important in my child’s progress.	3.97	0.81	Strongly Agree
I feel that the school values my opinions and suggestions.	3.92	0.76	Strongly Agree
I love to be involved in all school activities.	3.91	0.83	Strongly Agree
Overall	3.92	0.85	Strongly Agree

Table 3 shows the distribution of respondents' characteristic in terms of Attitude towards School Activities. The overall mean rating is 3.92 (SD=0.85) and is described as Strongly Agree. The indicator, I find the school activities important in my child's progress obtained the highest mean rating of 3.97 (SD=0.81) and described as Strongly Agree. However, the indicator I can easily contact my child's adviser every time I have a concern about my child got the lowest mean rating of 3.11 (SD=0.71) and described as Agree.

Academic Performances in Math, English, and Science

The table 4 shows the academic performance of the students from grades one to six in Math, English, and Science of Dao Elementary School.

Table 4. Students' Academic Performances in Math, English and Science

Subjects	Mean	Description
Math	86.50	Very Satisfactory
English	87.08	Very Satisfactory
Science	86.55	Very Satisfactory

Table 4 shows students' academic performances in Math, English, and Science. It revealed that English has an overall mean of 87.08 (SD=5.22) described as very satisfactory. Whereas Math got the lowest overall mean rating of 86.50 (SD=4.85) and described as very satisfactory.

Relationship between Parental Engagement and Students' Academic Performances in Math, English, and Science

Table 5 shows the relationship between parental engagement and students' academic performances in Math, English, and Science of Dao Elementary School.

Table 5. Relationship between Parental Engagement and Students' Academic Performances in Math, English and Science

Variables	p-value	Correlation coefficient	Remarks
Parent Engagement Mathematics	0.287	-0.094	Not significant
Parent Engagement English	0.508	-0.059	Not significant
Parent Engagement Science	0.293	-0.93	Not significant

Table 5 presents the test on relationship between parental engagement and students' academic performances in Math, English, and Science. Pearson product-moment correlation was used to show the relationship between parental engagement and academic performances of students. The table reveals that grades in Math, English and Science were not significantly related to parental support.

Relationship between Attitude towards School Activities and Students' Academic Performance in Math, English, and Science

Table 6. Relationship between Attitude towards School Activities and Students' Academic Performances in Math, English, and Science

Variables	p-value	Correlation coefficient	Remarks
Attitude towards Schools Activities Mathematics	0.974	-0.003	Not significant
Attitude towards Schools Activities English	0.854	0.016	Significant
Attitude towards Schools Activities Science	0.662	0.039	Significant

Table 6 discloses the test on significant relationship between the students' academic performances and school activities. The table reveals that students' academic performances in Math was found to be statistically non-significant to the attitudes toward school activities. While in English and Science were statistically significant to attitudes toward school activities.

DISCUSSIONS AND CONCLUSION

This chapter summarizes the findings of the study from the data collected. This also presents the discussions and conclusions drawn as well as the recommendations formulated by the researcher.

Discussions

As manifested on the table, the overall mean rating is 3.86 (0.88) and is always described as. This implies that all respondents' perception on parental engagement is very high. It could be that parental engagement is perceived as very important among all respondents. They may be aware that as parents their responsibilities are far beyond feeding and raising their children. It is not only to provide their basic needs but also to give them good access to quality education. This could mean that their support in the studies of their children is highly needed. They do not think that once their children are in school, they could already give all the responsibilities to the teachers even if they are sure that their child could receive the education they need.

According to the National PTA, research shows that parental involvement in education leads to greater student success and increased confidence regardless of race, ethnicity, class or parents' level of education. Research indicates that many parents mistakenly believe that the education of their children entirely lies in the hands of the teachers. Additionally, the most accurate determinant of student achievement in school are not family income or social status, but to the extent to which family becomes involved in the child's education at school (Brooks, 2019).

The statement, I am aware of the school policies and programs got the highest mean rating of 3.91 (SD=0.84) and described as At all times. This suggests that parents are aware of the rules and initiatives that the school has put in place. This could occur during the school's first assembly, when parents are strongly

urged to attend as this is when they will typically get an orientation on the laws and regulations of the institution. If they are aware of the policies and procedures of the school, they can be able to provide their kids with complete support.

These policies and programs could guide the behavior of their children and parents will know what to expect from them and so they could act accordingly. It is believed that school policies could ensure in creating a productive and safe learning environment of their children that parents should be aware of. Department of Education (2017) is encouraging parents to provide time for the welfare of their children by attending school meetings or conferences and be informed of the school policies.

While the indicator, I know very well my child's teachers and friends has the lowest mean rating of 3.20 (SD=0.79) and described as Most of the Time. This suggests that parents are familiar with their kids' peers and teachers. It's possible that these parents attend the initial parent-teacher association or teacher-parent conference, where they get the opportunity to meet subject teachers and their children's adviser. These conferences typically provide parents with an opportunity to speak with their instructors about their children's academic progress as well as their behavior while in school. If these parents are unable to visit the school, they can still ask their kids about their classmates and teachers.

Roy and Garcia (2018) recommended that parents need to develop their skills, values, and attitudes to help their child by interacting with them about what happen, who their teachers and friends are and what problems they encounter in school every day.

Respondent's Attitude toward School Activities

Table 3 shows the distribution of respondents' characteristic in terms of Attitude towards School Activities. The overall mean rating is 3.92 (SD=0.85) and is described as Strongly Agree. It connotes that the respondents' attitude toward school activities is very positive. It could be that the parents see the significance of the school activities in the overall development of their children. Parents may have known that every activity in school holds its own significance in the development of the students.

This confirms the study of Williams (2017) that the attitudes of parents toward school is positive. The results of the study showed that parents' attitude toward the school was significantly related to communicating, volunteering, and learning at home. However, the attitudes of parents toward school involvement showed equally positive and negative. The assumption of the study is that those parents who had negative attitudes toward parental involvement would have low levels of engagement in school activities and that parents who had positive attitudes towards parental involvement would have higher levels of engagement in those parental involvement activities.

The indicator, I find the school activities important in my child's progress obtained the highest mean rating of 3.97 (SD=0.81) and described as Strongly Agree. It shows that parents thought highly of the school as a crucial component of their kids' growth. These parents vouch for the fact that their kids will gain from the activities carried out in schools. It's possible that they thought every school activity benefited their kids in some manner. For this reason, many school activities are planned by every school to help students advance their knowledge and abilities. It focuses on kids' emotional and social development in addition to their academic performance.

According to Kocayurok (2016), academic development of the children is only a part of the main goals because the learning objectives is the total development of the children. A school-family relationship does more than enhancing academic achievement of students. When school and family work together, they support the kind of behaviors and skills of young people they need to become successful adults.

However, the indicator I can easily contact my child's adviser every time I have a concern about my child got the lowest mean rating of 3.11 (SD=0.71) and described as Agree. This indicates that parents found it difficult to get in touch with their child's advisor. Parents are interested in learning about the school and the behavior of their children. For this reason, the parents plan to talk to their child's teacher. The teachers might not be available when the parents get in touch with them. They might be in class, or they might have chores that need to be completed.

As mentioned by Newchurch (2017), communication between parents and teachers increases students' achievement and enhances the learning process. Improving effective communication between parents and teachers is necessary to promote partnership. The researcher believes that teachers should make use of numerous means of communication to get access to their parents and at the same time parents can easily contact teachers whenever they have concerns about their children.

Students' Academic Performances in Math, English, and Science

Table 4 shows students' academic performance in Math, English, and Science. It revealed that English has an overall mean of 87.08 (SD=5.22) described as very satisfactory. The result means that students were performing well and doing better in their studies. The medium of instruction which is in Multilingual could be the reason why students find the subject easy.

As mentioned by Seng, Hanafi, and Taslikhan (2016), they revealed that parents play a big role in their child's academic achievement. For the children to excel in academics, parents need to be participative and involved in the educational processes. The more parental involvement, the more students are likely to become productive members of the society as well as excel in academics (Cole, 2017). According to Quipanes (2016), parental involvement allows parents to monitor their children and their classroom activities to encourage acceptable classroom behavior and to ensure that their children do their schoolwork.

Whereas Math got the lowest overall mean rating of 85.50 (SD=4.85) and described as very satisfactory. This implies that they find the subject difficult may be because the subject requires deep mastery and understanding. Children may also lack interest or the motivation to study the subject because it is instilled in their minds that the subject is hard, and some topics are something they find to be irrelevant. It could also be that parents have low involvement concerning the subject because they themselves can hardly understand the topics and may fail to help their children in their homework or projects.

In the study of Lara & Saracosti (2019) in Chile, the results reveal that there are differences between parental engagements' profile signifying that children whose parents have lower involvement have lower academic achievement. It can be postulated that parental support is very important so that the child becomes courageous to do well in school.

Relationship between Parental Engagement and Students' Academic Performances in Math, English and Science

Table 5 presents the test on relationship between parental engagement and students' academic performances in Math, English, and Science. Pearson product-moment correlation was used to show the relationship between parental support and academic performances of students. The table reveals that grades in Math, English and Science were not significantly related to parental support. This connotes that parental engagement has no relation to the academic performances of students in Math, English, and Science subjects.

This further implies that students can perform well academically even without their parents' support. Hence, the null hypothesis is accepted. It could be that children really appreciate their parents even by giving birth

to them and more so when they were cared for and were sent to school is more than enough of a support a parent could provide to their children.

The result of this study argues the study of Hussain, et al. (2018) on the relationship between students' academic performance and parental engagement at elementary level. The results revealed that there was a strong positive and significant relationship between parental involvement and academic performance of students.

Relationship between Attitudes towards School Activities and Students' Academic Performances in Math, English, and Science

Table 6 discloses the test on significant relationship between the students' academic performances and school activities. Pearson-R was employed to determine the significant relationship of students' academic performances in Math, English and Science when grouped according to respondents' attitude toward school activities. The table reveals that students' academic performances in Math was found to be statistically non-significant to the attitudes toward school activities. While in English and Science were statistically significant to attitudes toward school activities. This is an indication that students can excel in academics even without parental support in their children's education.

Conclusion

Based on the findings of the study, the following conclusions were drawn. The respondents on parental engagement were high. These respondents viewed their support in their children's education is an integral component to the success of their children. They are aware that their responsibilities go beyond feeding and raising their children. They are not only to provide their basic needs but also to give them a good access to quality education.

Parental Engagement had a significant relationship on the academic performances of the students in English and Science but not in Math. There can be other factors that have significant bearing to their academic performance in these areas. This includes students' motivation, peer influence, home and learning environment. Elementary learners are not mature enough to do well in their studies and are more goal-oriented even with or without full parental support.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are presented:

1. School administrators and stakeholders should continue in strengthening their relationships for the betterment of students and the community in general.
2. Teachers should demonstrate effectiveness in delivering or facilitating the teaching-learning process to attain the desired outcome in the academic performance of the students.
3. Students should strive hard and do well in their studies if academic performance has to be achieved.
4. Future research should be conducted in other places focusing on attitude towards school activities and performances is an important aspect to consider in evaluating the overall success and effectiveness of the school. Factors affecting students' attitudes towards school activities and performances in Dao ES may include the perception of teacher happiness, peer support, and teacher support. Furthermore, the school environment and discipline policies can also impact students' attitudes towards school activities and performances. These factors can influence students' engagement, attendance, and overall academic achievement

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