

A MIXED METHODS STUDY OF PARENTAL INVOLVEMENT AND ITS PERCEIVED IMPACT ON STUDENT ACADEMIC PERFORMANCE

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Abstract

Parental involvement is widely recognized as a crucial factor in enhancing student academic performance. This study explores the various dimensions of parental involvement, including at-home educational support, communication with teachers, participation in school activities, and setting academic expectations. Using a mixed-methods approach, data were collected from surveys administered to thirty parents, fifteen students, and teacher of educational settings. The findings reveal a significant positive correlation between high levels of parental involvement and improved student academic outcomes. Specifically, students whose parents are actively engaged in their education tend to achieve higher grades, exhibit better school attendance, and display more positive attitudes towards learning. Additionally, qualitative insights highlight that students' educational background, socio-economic status, and cultural factors play pivotal roles in shaping the nature and extent of their parents' involvement. The study underscores the importance of fostering strong partnerships between parents and schools to create supportive learning environments that cater to the holistic development of students. Recommendations for educators and policymakers include implementing structured programs that facilitate parental engagement and addressing barriers that hinder active participation from all parent demographics.

Keywords: Parental Involvement, Student Performance, Correlation Analysis, BEEd Students, Second Semester, Satisfactory Performance, Nearing Mastery Level, Academic Performance, Communicating, Volunteering, Decision making and Learning at home.

1. Introduction

The Problem and its Background

Parental involvement can create a nurturing and supportive learning environment at home and school. Parents who engage in activities like reading to their children, assisting with homework, or providing encouragement and guidance, help to reinforce and supplement classroom learning, leading to improved student performance. Parental involvement is a complicated problem, which can impact student engagement levels (Barnyak & McNelly, 2009; Rhames, 2014; Wilder, 2014).

According to a UK study by Hornby & Blackwel (2018), parental involvement can influence student learning behavior, but it's a complex issue impacting students, teachers, and parents. The study suggests a potential shift. Though traditional factors like student engagement levels (Barnyak & McNelly, 2009; Rhames, 2014; Wilder, 2014) remain important, declining family support is pushing schools to take on a bigger role in assisting parents. This could signal a more positive trend in parental involvement in education.

A study by Alipio (2020) investigated the impact of parental involvement on the academic performance of 500 high school students in Metro Manila, Philippines. The study analyzed factors like home-based activities (homework help, goal-setting), school involvement, and parent-teacher communication. Findings revealed a positive correlation between parental engagement and student achievement. Notably, home-based activities were particularly impactful. Students, especially from economically disadvantaged backgrounds, perceived parental involvement as supportive and motivating. This study highlights the importance of fostering parental engagement and effective communication between parents and schools for improved student outcomes.

In a study conducted in Mariano Peralta National High School, Malita, Davao Occidental, revealed that after analyzing the data, it was found out that parental involvement has significant effect in improving

academic performance of the students. It was further revealed that level of parental involvement has a significant difference in the academic performance of the students. The study was conducted during the pandemic having 40 SHS (Quijano, et.al 2023).

This research gap is exemplified by the case of Davao Oriental State University (DOrSU). The university faces challenges related to student performance, and a casual survey conducted there suggests a potential link between these issues and a lack of parental involvement. Students reported struggling with financial burdens and emotional well-being, factors that could negatively impact their academic success. Given the limited research on parental involvement in higher education and its potential connection to student outcomes, further investigation is necessary. By focusing on universities like DOrSU, this study aims to contribute valuable insights to this under-explored area.

Purpose of the Study

The purpose of this mixed-method study investigates the relationship between parental involvement and its perceived impact on college student academic performance. It aims to understand how different forms of parental involvement are perceived by students, parents, and educators, and how they correlate with student success in higher education. By combining quantitative and qualitative data, this research seeks to provide valuable insights for enhancing parental involvement strategies and promoting positive student outcomes in universities.

Theoretical/Conceptual Framework

This study is grounded in Epstein's theory of overlapping spheres, which highlights the collaborative efforts of parents, teachers, and communities in promoting student success. It underscores the vital role of parental involvement in enhancing academic performance by fostering effective home-school partnerships. Epstein's typology of Parental Involvement (PI) encompasses parenting, communication, volunteering, learning at home, and decision-making, emphasizing the importance of joint efforts in supporting students' educational journey. This theoretical lens has been instrumental for educators worldwide, guiding the development of home-school partnership programs and enhancing parental involvement practices to boost student performance and well-being Epstein (2001).

Figure 1 illustrates the conceptual framework of the study following the input-process-output (IPO) model. The first frame of the diagram shows the Input, which includes the following: to what level of parent's involvement of BEEd second year college students in terms of: communicating, volunteering, learning at home, and decision making. And what is the academic performance of second year BEEd students during the second semester 2023-2024.

The second frame is the process used in the conduct of the study. The process includes the gathering of data by asking permission to conduct a study, discussing the following ethical considerations, distribution of the research survey questionnaire and retrieval after the respondents were done answering the survey. The gathered data were analyzed using the following tool: simple percentage, weighted mean, and Pearson's correlation coefficient. The third frame represents the output of the study, which is the proposed intervention program.

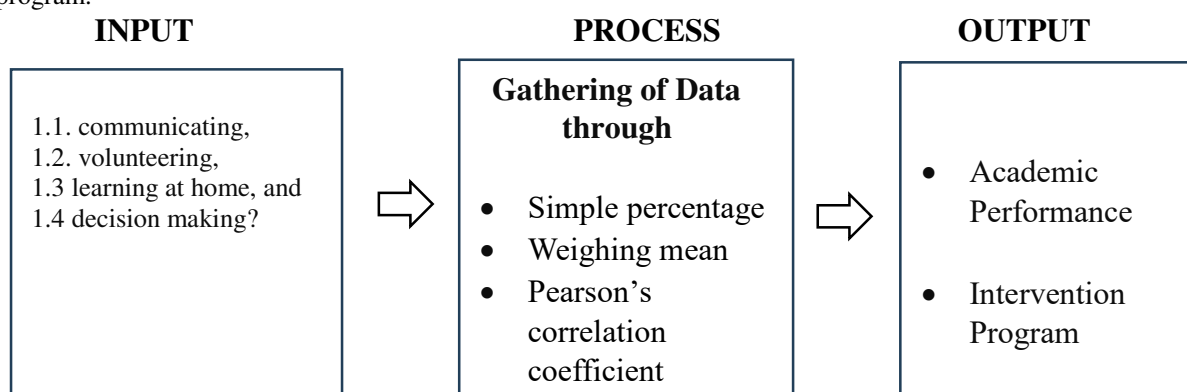


Figure 1. Conceptual Framework

Statement of the Problem/Research Questions

This study will aim to answer the following questions.

Quantitative

1. What is the level of parent's involvement of BEEd second year college students in terms of:
 - 1.1 communicating,
 - 1.2 volunteering,
 - 1.3 learning at home, and
 - 1.4 decision making?
2. What is the level of academic performance of BEEd second year students during the second semester school year 2023-2024?
3. Is there a relationship between parental involvement and student performance of BEEd second year students?

The Null Hypotheses

Ho1. There is no significant relationship between parental involvement and student performance of BEEd second year students.

Qualitative

1. What are the students' lived experiences in relation to parental involvement?
2. What are the challenges students encountered regarding parent involvement toward their academic performance?
3. How do students cope with the challenges encountered in relation to parental involvement?
4. What insights can the participants share to the academe in relation to parental involvement?

Scope and Delimitation of the Study

The primary goal was to examine the potential relationship between parental involvement and academic performance of Second year BEEd college students of Davao Oriental State University (DOrSU). Questionnaires were distributed to both parents and students to gather data. This study targetted a specific group of participants. Thirty (30) parents of current Bachelor of Elementary Education (BEEd) students and eight second-year BEEd students were involved in the research. The study considered various factors that might influence academic success, such as parental educational background and income, student gender, age, live experiences, coping mechanisms, insights and current location. It's important to note that this research is limited to the current academic year (2023-2024) and focuses solely on second-year BEEd students.

Significance of the Study

Parental involvement helps in producing a high impact on the student's performance. It motivates children to learn, leading to higher grades and participation. The higher the degree of parental involvement, the higher the impact on the child's academic performance. The results of this study were benefited by the following:

Students. This study may give information to the students about how parental involvement affects the performance of the students. Study empowers students by highlighting how parental involvement positively impacts academic performance, encouraging them to seek parental support for improved learning outcomes.

Parents. This study is significant to the family because it may help them to know if their children performed well. It provides parents with effective strategies and insights into the importance of their involvement, helping them make informed decisions and actively support their children's education.

Teachers. This study may serve as the way for the teachers to determine the students who are influenced by their parents perform well in their studies. It can also guide teachers in leveraging parental engagement to create a collaborative learning environment, tailor instruction, and enhance communication for better student outcomes.

School Administrators. This study may provide additional information to the school administrators in supplementing the needs of the students in their performance with the help of parents. It informs administrators on developing policies and programs that promote parental involvement, leading to improved overall school performance and a positive school culture.

Future Researchers. It would help the future researchers that are interested in this study. It will serve as their basis and their background for their research. The study offers a foundation for future research,

identifying gaps and guiding policy and practice recommendations to further enhance parental involvement and student success in education.

II. Methods Research Design

This study adopts a concurrent mixed-method research design, intertwining quantitative and qualitative approaches to comprehensively explore parental involvement and its impact on student academic performance. The quantitative phase employs surveys to quantify parental involvement and its perceived effects on academic outcomes, yielding objective measures crucial for statistical analysis. Simultaneously, the qualitative phase delves into the nuanced experiences and perspectives of students and parents through interviews, offering rich insights into the dynamics and qualitative dimensions of parental involvement. This design choice aligns with Creswell and Creswell's (2017) recommendation to utilize quantitative methods for handling numerical data obtained from surveys and structured observations.

The concurrent collection of quantitative and qualitative data facilitates a more holistic understanding of the research topic. Quantitative data provide breadth by identifying patterns and correlations within a large sample, while qualitative data offer depth by exploring participants' perspectives and meanings associated with parental involvement. This integration allows for triangulation of findings, enhancing the credibility and validity of the study's conclusions and providing a comprehensive insight into the complex interplay between parental involvement and student academic performance.

Research Locale

This study was conducted at Davao Oriental State University Main Campus, Guang-guang, Dahican, Mati City, Davao Oriental. Mati City in Davao Oriental, Philippines, holds a captivating history rooted in its pre-colonial indigenous communities like the Mandaya and Kalagan tribes, who engaged in agriculture and trade along the coast and inland regions. Transitioning through Spanish colonial rule with limited influence, Mati experienced American-era developments in agriculture and logging, later enduring disruptions during World War II. Post-war, Mati embraced urbanization, leading to its designation as a chartered city in 1969. Today, it thrives as an independent local government unit, showcasing rapid modernization, economic growth, and a rich cultural tapestry woven from diverse ethnic groups and migrants.

Research Respondents/Participants

There are 30 parents that will act as respondents for quantitative data, using a survey questionnaire adapted from Tee (2016) consisting of 15 questions regarding their involvement in their children's academic performance. For the qualitative aspect, Creswell (1998) suggests a range of 5-25 participants, while Morse (1994) recommends a minimum of six. In this study, eight participants were purposively chosen for face-to-face, in-depth interviews, based on specific criteria: 1) BEEd second-year students from Davao Oriental State University, and 2) officially enrolled in the second semester of the 2023-2024 school year

Research Instruments

This research utilizes adapted research instruments from Tee (2016) and a researcher-made test questionnaire intended for BEEd students. These instruments underwent content validation by a panel of experts to ensure their suitability for the study's context. Additionally, reliability testing was conducted to assess the consistency of the adopted research instruments. For the researcher-made test, pilot testing and item analysis were carried out. The pilot test involved at least 30 second-year students who were not part of the research respondents. Furthermore, one set of questionnaires with four indicators was translated into the vernacular language to ensure the questions' comprehensibility for the respondents.

Data Gathering Procedure

Following Creswell's (2007) emphasis on a structured approach in mixed methods research, this study involved a multi-step data collection process.

First, ethical approval was obtained from the university. School personnel then assisted in identifying participants who met the study's criteria. Informed consent forms, available in English and the local dialect, were provided to participants electronically or in print.

For quantitative data collection, validated surveys were distributed. Parents could choose between paper copies delivered through their children or online versions via Google Forms. An orientation about the

study and safety protocols was provided beforehand through phone calls, video calls, or in-person meetings. Completed paper surveys were collected in designated boxes at the school after a week.

Qualitative data was gathered through in-depth interviews. These interviews were conducted face-to-face, with participant's privacy. A flexible questioning style with probing inquiries was employed to gain deeper understanding. Interviews were recorded using audio recorders, with additional note-taking for reference. All recordings were then transcribed, translated if necessary, and analyzed thematically data analyst. To ensure participant privacy and data security, recordings and transcripts were stored on a password-protected laptop.

Data Analysis

The quantitative and the qualitative data were assessed individually in this study. The quantitative and qualitative results have been merged to plan an overall interpretation. The following tools were used for analyzing these two distinct data:

Quantitative Analysis

Mean, Percentage, Pearson r correlation

Qualitative Analysis

Participants' responses were collected, and documented by writing them down and with the help of an audio recorder and then analyzed. This study employed thematic analysis to analyze qualitative data. Various approaches exist for thematic analysis, but this research followed the steps outlined as part of the institutional practice and culture. I engaged in reading and re-reading the transcripts to develop familiarity with the data. Personally transcribing the audio recordings also helped me familiarize myself with the qualitative data gathered.

Then, I identified significant statements from the lengthy narratives of the participants, and from these statements, I performed coding. Coding allowed me to reduce the data into manageable chunks of information, using shorthand labels to describe the essence of the statements. This process enabled me to infer repeating patterns of codes and craft the core ideas from the significant statements. Afterward, I have organized core ideas that presented similar thoughts or categories into the same group. By identifying patterns observed from the categorized core ideas, I began developing emergent themes. These themes were constantly reviewed for alignment with the research questions and supporting narratives. These responses were divided into key themes that indicated the features of the circumstances at hand. In qualitative research, this guarantees the accuracy of the study because the data is derived from multiple sources or persons. It drives the researcher to generate a report that is credible and accurate in this way (Creswell, 2012).

Trustworthiness and Credibility

The validity of the study was one of the key concerns of the researcher. The researcher assessed the trustworthiness of the research study based on the four requirements which are credibility, transferability, reliability, and confirmability.

Credibility. This concurrent mixed-method study prioritized credibility through various methods. Triangulation via surveys and interviews ensured results were corroborated. The researcher together with eight student participants verified the accuracy of interview interpretations. Pilot testing refined the research instruments for optimal data collection. A meticulous audit trail documented procedures for future replication. These measures together establish a strong foundation for the study's credibility.

Transferability. The findings of the study were applied to a variety of situations and places. As a result, generalization in qualitative research is limited. Universal sampling was used to overcome the issue of transferability since specific information will be maximized to the context in which the collection of data occurred.

Dependability. The method that was used in this study is detailed for a future researcher to duplicate the work and obtain the same findings. As a result, the study design might be thought of as a "prototype model." This level of detail also helped readers to examine the extent to which suitable research techniques are followed.

Confirmability. The findings of this study were supported by others rather than the researcher's personal biases. While it is true that achieving impartiality is challenging due to the potential to get biased on the outcomes, the researcher will not entertain negative ideas about the information provided by the participants. The researcher's prejudices were avoided to have more accurate information about the study.

Ethical Considerations

The researcher followed ethical standards in conducting this study. These are as follows:

Respect for the participants is observed by the researcher and not take advantage of their weaknesses. To preserve confidentiality, confidence, and trust between the researcher and the participant, self-sufficiency is discouraged. Before performing the research, Firstly, an endorsement from the Dean of the Graduate School was secured after the research technical and ethics review. This endorsement letter, appended to a request letter, was submitted to the Office of the President of Davao Oriental State University. Upon receiving permission, a copy of the approved letter was provided to the school.

Another key element to show respect for the informants during research is to obtain their informed consent. This is done so that the informants will be informed of the purpose of this study. To agree to participate in this study, they will sign an informed consent form. They are oriented about this study, especially on the purpose of this study. Their participation is recognized.

Privacy and confidentiality are observed and followed about the results and findings, which includes the protection of the informants' names. Their identities are concealed. Data Privacy 2012, completely and rigorously applies privacy regulations, therefore protecting the basic human right to privacy and communication while enabling the free flow of information to support, innovation and progress

The researcher protects the research informants. During the conduct of the study, the researcher sees to it that everything is in order and the informants are free to withdraw from the interview if they are not interested.

Statistical Treatment of Data

The information was correctly totaled and calculated. The statistical instruments were employed to guarantee the precision of the analyses and interpretations of the results:

Mean. It refers to a group of numbers' average value and considered the most common measure of central tendency (Sykes et al., 2016). This will be used to determine the extent of parental involvement in the academic performance of the students.

Regression Analysis. It's a collection of statistical techniques for estimating relationships between independent and dependent variables. It can be used to figure out how strong a relationship between variables, as well as to predict how they will interact in the future (Abadie, 2020). To evaluate if parental involvement significantly predicts the academic performance of the students.

III. Results

The results section of the concurrent mixed method reports on the findings from the analysis of both quantitative and qualitative databases. It is divided into two parts. The first part is about the results of quantitative – descriptive assessment of the 30 stakeholders (students and parents) utilizing a 15-item adapted test questionnaire and the second part is the results of the qualitative data—utilizing an in-depth interview to 8 informants.

Quantitative

The researcher conducted an assessment to provide a quantitative data on the Parental Involvement towards student Academic Performance of the 30 stakeholders who is the parents of BEEd students of Davao Oriental State University Main Campus through a 15-items adopted test questionnaire.

Mean Test Scores of the level of parental involvement towards student academic performance

Presented in table 1 are the mean test scores of communicating under the parental involvement of BEEd second year college students:

Table 1

Mean Test Scores of Communicating

Number of Respondents	Mean (parents)	Quality Index
30	1.7	LOW

It shows in Table 1 that the results of communication between parents and students. With an average score of 1.7 labelled "low," it suggests parents and students in this group aren't effectively communicating with each other.

Mean Test Scores of the level of parental involvement towards student academic performance.

Presented in table 2 are the mean test scores of volunteering under the parental involvement of BEEEd second year college students

Table 2

Mean Test Scores of Volunteering

Number of Respondents	Mean (parents)	Quality Index
30	2	Low

The table shows the results of a survey on parent volunteer engagement in various school activities. On average, parents scored 2.0 out of a possible higher score, indicating a low level of engagement in these activities. Specifically, the result suggests that parents are least engaged in activities that directly support other parents (e.g., volunteering in class).

Mean Test Scores of the level of parental involvement towards student academic performance.

Presented in table 3 are the mean test scores of Learning at Home under the parental involvement of BEEEd second year college students

Table 3

Mean Test Scores of Learning at home

Number of Respondents	Mean (parents)	Quality Index
30	2	Low

The table shows the results of a survey on parent's involvement in learning at home scored 2.3 out of a possible higher score, with some areas like reading habits considered 'High' but others like assignment responsibility and knowledge of curriculum considered 'Low' with the weighted mean of 2.0.

Mean Test Scores of the level of parental involvement towards student academic performance.

Presented in table 4 are the mean test scores of Decision making under the parental involvement of BEEEd second year college students.

Table 4

Mean Test Scores of Decision-Making

Number of Respondents	Mean (parents)	Quality Index
30	1.9	Low

The table shows the mean of the parent's involvement in decision making is low. It reveals low parental involvement in decision-making. It suggests aspects like encouraging children's decision-making are just as important as attending meetings.

Qualitative

This section presents the responses from the research questions that explored the perceptions of Second year BEEEd college students of Davao Oriental State University in the impact of parental involvement towards their academic performance.

What are the students' lived experiences in relation to parental involvement?

Experiences of Students Regarding Parent's Involvement Towards their Academic Performance.

The themes in this section were coming from the specific research question 1.1 What are your experiences regarding parent's involvement towards your academic performance? The responses generated two themes: parents not being involved and coming from broken family.

Remarkable Experiences Regarding Parent Involvement Toward Your Academic Performance

This section presents the results to the specific research question 1.2 ‘What are your remarkable or extraordinary experiences regarding parent involvement toward your academic performance?’ under the 1st major research question ‘What are the students’ lived experiences in relation to parental involvement?’ The following themes served as results, which were: Getting Support from Parents Before, No Remarkable Experiences, Guardian Acting as Motivator.

Influence of Parental Involvement to One’s Academic Achievement

This section presents the results to the specific research question 1.3. ‘What do you think is the influence of parental involvement to your academic achievement?’ under the 1st major research question ‘1. What are the students’ lived experiences in relation to parental involvement?’ The following emerging themes served as results: Non-involvement of Parents with Adverse Effects, Eager to Go to School, Made Student Independent, affected by Ailing Mother, Parents’ Quarrel Affecting Academic Performance, and No Parental Involvement of Father.

What are the challenges students encountered regarding parent involvement toward their academic performance?

Challenges Encountered Regarding Parental Involvement Toward Your Academic Performance

The themes derived from the responses of the research informants to the specific research 2.1 ‘What are the challenges that you encounter regarding parent involvement toward your academic performance?’ are presented in this section. The themes were: No support from mother, Parents Diverting Attention to other Sibling, being bullied without parents, when mother got Ill, Being Envious with Functional Families, having a Hard Time Recovering, Parent’s Quarrel.

How do students cope with the challenges encountered in relation to parental involvement?

The First Thing Done to Address the Issues on Parent Involvement Toward One’s Academic Performance

This section presents the results to the specific question 3.1 ‘What is the first thing that you do to address the issues on parent involvement toward your academic performance?’ After subjecting the responses to content analysis, the following themes were drawn: communication, release frustration by crying, sought attention from friends and tried to comfort self.

Ways Used in Handling Challenging Experiences Regarding Parent Involvement Toward Your Academic Performance

This section presents the results to the specific research question 3.2 ‘How did you handle those challenging experiences regarding parent involvement toward your academic performance?’ under the 3rd major research question. The following emerging themes served as results were: Wander with Friends, Motivate Self, Write Experiences in a Diary, Let Challenges Pass Through, Sought Advice from Family and Keep Moving Forward.

What insights can the participants share to the academe in relation to parental involvement?

Valuable Insights Gained on the Impact of Parental Involvement on Academic Performance

The themes derived from the responses of the research informants to the specific research ‘4.1 What valuable insights have you gained about the impact of parental involvement on your academic performance that you can share with the academic community?’ are presented in this section. The themes were: Be Financially Stable Before Having a Child, Parental Involvement Having Big Impact, Problem with Time Management, Avoid Speaking When Mad, Not Easy Being Abandoned by Family, nothing should Hinder One’s Dreams, Not to Be Affected With Problems.

Proposals as a Student Regarding Parent Involvement Toward Academic Performance

This section presents the results to the specific question 4.2 ‘What are your proposals or recommendations as a student regarding parent involvement toward your academic performance?’ After subjecting the responses to content analysis, the following themes were drawn: Parents Should Be Involved More, Provide Children the Attention they Need; Keep Moving Forward, Let Experience not Negatively Influence Academic Performance, Don’t Let Children Be Part of the Problem, Parents Should be Responsible, Open Communication between Students and Parents, Parents Should Be Aware of their Child’s Performance.

Ways the University and Relevant Agencies Support and Enhance Parental Involvement to Improve Academic Performance.

This section presents the results to the specific research question 4.3 ‘How can the university and relevant agencies support and enhance parental involvement to improve your academic performance?’ under the 4th

major research question ‘What insights can the participants share to the academe in relation to parental involvement?’ The following emerging themes served as results were: University should provide programs and activities, provide counselors for students to talk, involve parents in school activities, and seminars for the parents.

Most Valuable Information Discovered About the Impact of Parent's Involvement in Schooling.

This section presents the results to the specific research question 4.4 ‘What is the most valuable information you have discovered about the impact of your parent's involvement in your schooling that can also be advantageous to the university's curriculum?’ under the 4th major research question ‘What insights can the participants share to the academe in relation to parental involvement?’ The following emerging themes served as results were: Big Impact When Parents Not Involved, Having Emotional Impact, Be a Better Future Parent, Parents Should Be Involved, Parents Should Still Give Attention to their Child.

IV. Discussions and Conclusions

This chapter presents the discussions, conclusion, and implications of the study that sought the parental involvement and its perceived impact on student academic performance of BEEd college students of Davao Oriental State University, Guang-guang, Dahican City of Mati, Davao Oriental.

Discussions

This chapter is divided into three discussions such as quantitative, qualitative, and the concurrent data. The chapter includes the results of the descriptive quantitative data followed by the qualitative to better understand the parental involvement and its perceived impact on student academic performance. Lastly, the parent-student program was crafted to address the indicator parental involvement which had the lowest weighted mean score.

Quantitative Phase

To interpret the quantitative data, Mean Scores and Descriptive Rating with Interpretation were used. Taking the overall mean scores of each indicator, four indicators was presented in the data below, the communicating, volunteering, learning at home and decision making got a descriptive rating of low or strongly disagree for the parents.

Level of Parental involvement in terms of Communicating

The results show that most of the Parents have rarely involved in the academic life of the students towards achieving their goals in the academe. Moreover, students who had a little support from their parents struggles in focusing on their different academic tasks. The first indicator provide emphasis that the parents haven't provided good communication and read the student code of conduct and or disciplinary policy, familiar with the student extra services, and initiate contact. The mean of the first indicator shows low and proves that some parents did not provide good communication at home and at school.

Davies et al. (2018) highlight the positive association between parent-child communication and adolescent health. When parents are uninvolved in their children's academic lives, students may experience feelings of isolation and a lack of support, leading to decreased motivation and focus on academic tasks (Hoover-Dempsey et al., 2020).

Level of Parental involvement in terms of Volunteering

The result indicates a generally low level of parental involvement in key supportive activities within the school environment. The mean scores for contributing meaningfully as a volunteer (mean=2.1), engaging as a class parent or coordinator (mean=1.9), and actively participating in school programs to enhance security and efficiency (mean=2.0) reflect minimal engagement. Each of these indicators has a low-quality index, suggesting that even when parents are involved, their participation is not seen as particularly effective or impactful by the students. The overall weighted mean of 2, also classified as low, underscores a significant gap in meaningful parental involvement.

This supports the study of Active parental participation fosters a stronger sense of community within the school. Low involvement can create a gap between parents and teachers, hindering collaboration for student success (Fan & Chen, 2020). Desimone et al. (2009) further highlight the importance of school-family partnerships in fostering a positive school climate, which is essential for student learning and well-being.

Level of Parental involvement in terms of Learning at Home.

Data shows that, when parents engage in this behavior, it is both positive and impactful. However, the scores for holding children accountable for completing assignments (mean = 2.2) and acknowledging the necessary skills and information for their grade level (mean = 2.3) are lower and both have low-quality indices.

This indicates that either parents are not engaging enough in these areas, or their involvement is not perceived as effective by students. The overall weighted mean of 2, categorized as low, highlights a general deficiency in parental support.

Jeynes (2020) found a disconnect between parents' reported involvement and student perceptions. Parents may believe they are supportive, but students might not perceive their efforts as helpful. Hoover-Dempsey et al. (2020) identified a need to focus on the quality of parental involvement. Simply checking if assignments are completed may not be enough for student success.

Level of Parental involvement in terms of Decision Making.

The result data presented reveals a generally low level of perceived parental involvement in various supportive activities related to their child's education. The mean scores for attending orientation or support group meetings (2.0), assisting in providing information to parent organizations (1.7), listening and thinking before making decisions (1.9), and encouraging children to take ownership of their decisions (1.9) indicate minimal engagement in these areas. All four indicators are associated with a low-quality index, suggesting that even when parents do participate, their efforts are not seen as particularly effective or frequent by the students. The overall weighted mean of 1.9, classified as low, underscores a significant deficiency in meaningful parental involvement. The data suggests a need for initiatives aimed at increasing parental participation and effectiveness.

Parents might feel unsure about their role in the decision-making process, as highlighted by Choi & Choi (2020), or they might perceive themselves as excluded (Desimone et al., 2009). Perhaps the current communication channels are ineffective or the opportunities for meaningful input are limited. This lack of partnership can have negative consequences, potentially leading to student feelings of being unsupported or lacking control over their education, as evidenced by research from Fan & Chen (2020).

Qualitative Phase

This section presents the discussions of the study that sought to explore the perceptions of the parents and students on the impact of parental involvement towards their academic performance. This section highlights each of the emerging themes.

The findings of the research revealed that:

Students from broken families often face challenges that hinder their overall development. Financial constraints, lack of parental support, and additional responsibilities can affect school attendance and academic performance (Lanozo, 2021). Food fosters human connections and has a profound effect on young children's physical, social, and emotional development (Wallace et al., 2020). By providing a sense of stability and emotional support, schools can help students from broken families overcome these hurdles and thrive not just academically, but also as individuals.

It is vital for students to received good parental involvement from parents to learn and feel supported. Parents who provide support before challenges arise can significantly impact a child's academic experience. In turn, students can improve study habits since early parental guidance can help children develop strong study habits, like effective time management and organization skills. Amato (2000) suggests that maternal involvement plays a significant role in academic achievement. Without a mother's support, encouragement, or guidance, students may struggle to stay motivated and focused on their studies.

Students themselves testify that they tend to communicate with parents sometimes but has been neglected in result as coping mechanisms they release frustration by crying, sought attention from friends, and tried to comfort themselves because no one else will do. Epstein emphasizes that students who try to communicate with their parents about their needs and the challenges they face are taking a positive step towards finding a solution. Open communication is crucial for a strong parent-child relationship and can pave the way for increased parental involvement (Castro et al., 2004).

Students wander with friends to seek social this was supported by the study of Hamer et al., (2012) that they might seek comfort and distraction from friends. While social connection is important, it's crucial to ensure these friendships are positive and provide constructive support. One study imposed that a healthy way to process emotions and gain perspective on challenging experiences. Journaling can be a valuable tool for self-reflection and emotional regulation (Smyth, 2017). In addition, Financial stress can negatively impact a child's well-being and academic performance (Ferguson et al., 2017). Fostering resilience by not letting anything and anyone hinder dreams students should learn from setbacks and maintain a positive outlook are more likely to overcome challenges and achieve their academic goals (Wachs & Crick, 2015).

Students-informant suggested and proposed that they deserve the genuine care from their parents and by doing so they should not neglect us instead our parents should have increased parental involvement. parents shall also prioritize attention for children to provide quality time and focused attention to their child as cited by (Baumrind, 2019). By doing so, maintaining a positive outlook were also highlighted during the structured

interview which made student propose that negative experiences shouldn't hinder their academic performance. Encouraging a growth mindset (Dweck, 2006) can empower students to learn from challenges and persist in their academic pursuits.

PI had a noteworthy effect on students' academic achievement. Parental monitoring is a must to every parents since student's desire parents to be informed about their academic progress, allowing for timely intervention and support when needed awareness of Academic Performance. Students' proposals highlight their desire for increased parental involvement, quality time, open communication, and a supportive learning environment. Parental inclusion in school activities was suggested by another informant and was supported by a study of Henderson & Mapp (2002) promoting that inviting parents to attend academic showcases, career fairs, or parent-teacher conferences fosters a sense of community and allows for open communication regarding student progress

Parents can create positive change by dedicating quality time, maintaining open communication, and fostering a growth mindset in their children. Universities and relevant agencies play a crucial role in supporting and enhancing parental involvement. The strategies discussed can create a collaborative environment where parents feel empowered to support their children's academic success. By providing informative programs, accessible counseling services, opportunities for active participation, and educational seminars, universities and agencies can foster a strong foundation for student achievement.

Convergence of Data

By looking at the scores in the 15-item adopted test questionnaire on parental involvement of 30 parents, most of the items got a disagree extent which signifies that the indicators under parental involvement are apparent in the study. Generally speaking, the mean scores gained from the data manifested that the parents has the contrasting opinion on the statements being presented in the survey questionnaire on parental involvement towards academic performance.

There are specific suggestions that were enumerated by the students to improve parental involvement towards BEEed college student's academic performance. The students suggested that the university must Developed Programs and Activities, Supportive Counseling Services, Parental Inclusion in School Activities, and Educational Seminars for Parents. Meanwhile, the students suggested to engage parents in any school programs and activities to rekindle the bonding of the family and provide workshop intended for parents.

The result in the quantitative inquiry may be justified with the qualitative data or vice versa. In other words, the test scores may be warranted by the experiences of the students in the university. It implies that the responses are due to their perceptions in parental involvement which eventually addressed through the proposed programs. The divergence or convergence of data may have been visible if the quantitative instrument is specified and categorized based on the structured themes from the qualitative approach.

Implications for Practice

Base on the analysis of student-generated themes on parental involvement offers valuable insights for educators, administrators, and policymakers seeking to improve student success. Here are some key implications for practice:

Promoting Open Communication: students demanded that DOrSU can create opportunities for open communication between parents and teachers. This can involve regular parent-teacher conferences, informative newsletters, and easily accessible online communication platforms.

Targeted Involvement Strategies: informant suggested that DOrSU can develop a variety of involvement strategies that cater to different needs and preferences. This might include workshops on specific topics like study skills or using educational technology, volunteer opportunities in classrooms, or parent advisory committees that provide input on school policies.

Building Community Partnerships: this is also suggested by another respondent Schools can collaborate with community organizations to offer resources and support services that address potential barriers to parental involvement. This could involve partnering with childcare centers to provide evening workshops for working parents or offering translation services for non-English speaking families.

Fostering Cultural Sensitivity: one respondent promotes cultural sensitivity which means that schools can recognize and value the diverse cultural practices of parental involvement. This might involve providing translated materials, offering culturally relevant workshops, and creating a welcoming environment where parents from all backgrounds feel comfortable participating.

Embracing Technology: base on the structured interview results university can leverage technology to enhance communication and streamline parental involvement efforts. This could involve online portals for accessing

grades and assignments, creating social media groups for parents to connect, or using educational apps that parents can utilize at home to support their child's learning.

Acknowledging Time Constraints: DOrSU can acknowledge the time constraints faced by many parents. Activities can be designed to be brief and focused, allowing parents to participate even with busy schedules. Additionally, schools can explore offering flexible options, such as recordings of workshops or online resources that parents can access at their convenience.

Celebrating Parental Involvement: DOrSU can highlight the positive impact of parental involvement and celebrate parents' contributions. This can be done through school newsletters, social media recognition, or "Parent of the Month" programs. Recognizing parents' efforts reinforces the importance of their involvement and encourages continued participation. By implementing these strategies, schools can create a collaborative environment that fosters effective parental involvement and ultimately contributes to improved student academic achievement, emotional well-being, and overall success.

Concluding Remarks

With the Students' perceptions in the impact of parental involvement towards student academic performance as the main focus of the investigation, the impact of parental involvement and their personal experiences was highlighted. The understanding of the impact of parental involvement among the BEEd college students drawn from their experiences could reinforce the means of developing programs that could help improve the school branding of the University. This could be one means of enhancing the programs and services offered which give attention to each family as the services that they could provide that in turn, will greatly benefit the university and the stakeholders.

It is a common practice that the schools go to different school and promotes the institution by giving flyers/pamphlets of their achievements and program offer. However, the awareness of what parental involvement could impact towards student academic performance is all about is not very high. To mitigate this concern, the results revealed that the students suggested the implementation of various programs like promoting open communication, targeted involvement strategies, building community partnerships, fostering cultural sensitivity, embracing technology, acknowledging time constraints and celebrating parental involvement. This could be done by involving the students in the planning and decision making, thus including the program in the academic calendar of the university. Strong parental involvement in the decision-making process. It is equally important to invest in these kinds of endeavor so that we can monitor the public opinion via internal and external networks, communication strategies, and maintain strategic relationships with the community (Hagan, 2011).

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Appendix

A.1. Endorsement Letter

ASSUMPTION COLLEGE OF NABUNTURAN

Nabunturan, Davao de Oro
GRADUATE STUDIES DEPARTMENT



20 February 2024

ROY G. PONCE, Ed. D

SUC President III

Davao Oriental State University

Guang-guang, Dahican

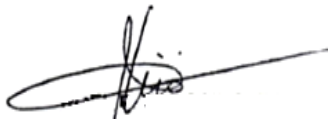
Matig, Mati, Davao Oriental

SIR:

One of your Instructors in the person of **MS. ESTELA MARIE LIBREA**, who is connected with Davao Oriental State University (DORSU) is our student in the Graduate Studies. Motivated by her desire to finish the Master's Degree, she is currently working on her thesis "**A MIXED METHOD STUDY OF PARENTAL INVOLVEMENT AND ITS PERCEIVED IMPACT ON STUDENT ACADEMIC PERFORMANCE**". Taking cognizance of the nature and scope of the study, the research committee did not see any implications inimical to the vision and thrust of the Head Office and Commission on Higher Education in general. Nonetheless, the result of the study might even be beneficial to people who have stakes in the educative process.

The undersigned, through the Graduate Studies Department, is making this **endorsement** for said student to embark on the subject she intends to explore for her thesis as partial fulfillment of the requirements leading to the degree Master of Arts in Education Major in Educational Administration. As Assumption College of Nabunturan envisions for the overall professional development of its students, the undersigned hopes this endorsement merits it.

Anticipating on your positive response to this matter, I am Very truly yours,



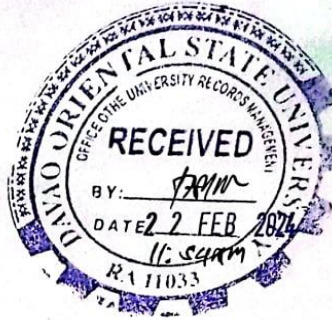
ROEL P. VILLOCINO, Ed. D

Dean of Graduate School

A.2. Approval Letter from the University President

February 20, 2024

DR. ROY G. PONCE
 SUC President III
 This State University



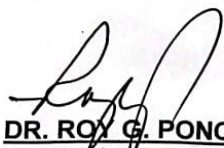
SIR;

The undersigned is currently working on her thesis entitled "**Parental Involvement and Its Perceived Impact on Student Academic Performance**". In partial fulfillment of the requirements for the degree of Master of Arts in Education major in Educational Administration at the Assumption College of Nabunturan, Nabunturan, Davao de Oro.

In connection with this, I am asking permission from your good office to allow her to conduct the study in Faculty of Teachers Education specifically to the Bachelor in Elementary Education Students of DOrSU. The researcher is currently working as Instructor I under the Faculty of Teacher Education of Davao Oriental State University Main Campus. Rest assured that the data gathered will remain confidential.

Your favorable response will be a great help to the success of this study in his endeavor to attain quality education.


ESTELA MARIE LIBREA
 Researcher


DR. ROY G. PONCE
 University President
 26 FEB 2024


DR. ROEL P. VILLOCINO
 Dean of the Graduate School



A.3. Request Letter to the BEEd Program Head

February 20, 2024

CARLOS JAE D. SOLIVEN, MAEd
BEEd, Program Head
Davao Oriental State University

SIR;

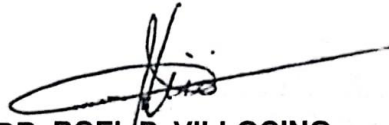
The undersigned is currently working on her thesis entitled **"Parental Involvement and Its Perceived Impact on Student Academic Performance"**. In partial fulfillment of the requirements for the degree of Master of Arts in Education major in Educational Administration at the Assumption College of Nabunturan, Nabunturan, Davao de Oro.

In connection with this, I am asking permission from your good office to allow her to conduct the study in Faculty of Teachers Education specifically to the Bachelor in Elementary Education Students of DORSU. The researcher is currently working as Instructor I of the Faculty of Teacher Education of Davao Oriental State University Main Campus and is under your supervision. Rest assured that the data gathered will remain confidential.

Your favorable response will be a great help to the success of this study in his endeavor to attain quality education.


ESTELA MARIE LIBREA
Researcher


CARLOS JAE D. SOLIVEN, MAEd
Program Head, BEEd


DR. ROEL P. VILLOCINO
Dean of the Graduate School