

# Parental Involvement and Academic Performance of High School Students: A Correlational Study

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## Abstract

*The main purpose of this study was to examine the correlation between parental involvement (PI) and academic performance (AP) among junior high school (JHS) students in selected schools in Cebu. This study employed a quantitative correlational design. There were thirty (30) JHS students who participated in this research who were identified using a simple random sampling method. Descriptive statistical tools, particularly mean and standard deviation were used to describe the level of PI and AP of the students. Consequently, the Pearson product-moment coefficient of correlation test was run to assess the correlation between PI and AP among JHS students. Based on the findings, it showed that there is a very low negative correlation between the two variables. Thus, there is no significant correlation between PI and AP among JHS students,  $r(30) = -.06, p = .74$ . With these results, the null hypothesis was not rejected since the  $p$ -value is greater than the significance level,  $p > .05$ . Therefore, PI does not affect the AP of the students. Findings suggest that educational staff and administrators be able to identify other factors that influence the AP of the students. Because the scope of this study is restricted within the perception of students towards PI, it would be better for the future studies to let the parents of the students be involved, and their side will be taken into consideration; new variables in the inquiry – motivation and self-competence among students; and to conduct a qualitative or a mixed-method study for future studies about the topic.*

**Keywords—** academic performance, correlation, junior high school students, parental involvement, public schools.

## I. INTRODUCTION

Children cannot survive without their respective parents. Fundamentally, parents are looked upon to be always present in the lives of their kids since birth playing an essential role in their general development. The improvement of the life and overall well-being of children are affixed to the continuous support, custody, and principled supervision accorded by their parents. According to Hill and Craft (2003), parents provide nurturance, affection, and care. Furthermore, they are liable for fostering confidence and fulfilling the basic needs of the child to ensure their positive growth. Nevertheless, PI is not only bound to the cultivation of the well-being of children because parents are also deemed as essential figures in the academic endeavors of their children (Miedel & Reynolds, 1999).

PI in the academic undertakings of their children pertains to assisting with homework and projects, constant support with the academic undertakings, regular discussion towards educational matters, and active involvement of parents in the activities and programs of their kids in school (Holloway et al., 2008). In addition to this, other forms of PI in their children's academic endeavors have been formed and manifested since the pandemic transpired and affected the lives of many individuals. Through the administered survey, other forms of parental scaffold that are found to aid in the online learning of students nowadays are the following: a.) systemizing and managing the schedules of students, b.) fostering relationships and communications with the students, c.) monitoring and motivating students to increase their school engagements, and d.) instructing students when deemed necessary (Borup, 2016). This eminently

demonstrates that parents portray a dynamic role in the educational success of the learners.

However, the level of PI decreases nowadays (McNair & Johnson, 2009). According to Ho (2009), parents became busier and oftentimes engrossed with the various distractions and vast demands of daily life. Due to the inflexible working hours, parents cannot deal with the school activities and allow minimal time to participate in the academic undertakings of their children (Bæck, 2010). Moreover, this condition has escalated due to the pandemic caused by Coronavirus Disease (COVID-19). Its transmission has propelled many countries to implement and execute emergency plans to prevent and control its spread, including the shutdown of schools nationwide, regionally, or on a case-by-case basis (UNESCO, 2020).

Consequently, significant challenges were brought to students and their families, such as difficulties in dealing with time and personal resources since most parents opted to work from home set-up due to the temporary closure of numerous companies and work establishments (Ribeiro, 2021). For this reason, it has been found that many parents have a rigid routine in taking responsibility for the learning process of their children (Bhamani et al., 2020). Considering the situation, this has caused the level of engagement of parents in the education of their children to decrease. When parents become busier, they tend to become less involved with the academic pursuits of their children. Hence this has become a central issue concerning the academic performance (AP) of students in school.

The level of PI has become significant in the student's AP. It has shown that students require consistent support, quality instruction, and motivation from their parents both at home and in school (Deutcher and Ibe, 2000). The previous quantitative study conducted by Patall, Cooper, and Robinson (2008) showed that helping with the assignments, regular discussion of school events and activities, frequent monitoring of the academic progress, showing up in parent-teacher conferences, and partaking actively in school programs enhance school success of the students. In the Philippines, the education sector launched various programs concerning the level of PI among Filipino parents to improve the education process of the students, and one of the inaugurated programs is the PTA or Parent-Teacher Association (Bartolome, Mamat, & Masnan, 2017). It is mainly directed by the Department of Education Memorandum No. 74 series of 1999 to allocate assistance and support to the school and it provides a platform for examining pertinent concerns among students. The implementation of such a program accentuates that parents must always be part of making decisions towards their child's education; thus, the implemented programs under

the administration of the Department of Education are considered supportive together with the other elements such as home discussions, home supervision, and school communication in which these elements parents are deemed to be vital in the education process of the students (Hill & Taylor, 2004).

Moreover, although PI is significant towards the AP among students, and even though parents portrayed a tremendous role in the achievement of students in school, PI seemed to be unclear in some cases. To Marchant, Paulson, and Rothlisberg (2011), PI has nothing to do with the AP of students, especially during the transitional years or the transition of students from elementary level to secondary level, for this is the time where there is a vast influence of pressure from peers, family, and society. During these transitional years, students grow and develop, they want to be independent, and they tend to make decisions on their own (Shaffer, 2009). There have been conflicting views and multifaceted constructs towards PI and the academic success of students (Fan and Chen, 2001; Hill and Tyson, 2009; Castro et al., 2015). The various construct of PI has made it difficult to reach any general inference throughout the conducted studies.

Alternatively, research studies also show inconsistent results because in some studies, the involvement of parents has been found to be positively associated with the AP of students (Barnard, 2004; Christenson et al., 1992; Singh et al., 1995). On the contrary, others have also reported in their studies that when parents are involved in the academic undertakings of students, particularly in high school years, it can negatively affect the performance of students in school (Keith et al., 1993; Tokac & Kocayörük, 2012). Children have felt odd, and they tend to get pressured by the involvement of their parents in their performance in school. In this view, it is deduced that research has been more crucial in the relevance of PI to the education process. In this light, this research is conducted to assess further the correlation between PI and AP of JHS students in selected public schools. This present study will also contribute to the literature by providing a Filipino-based examination of PI and AP.

Therefore, this study aims to investigate the correlation between PI and AP in JHS students in selected public schools.

### 1.1 Statement of the Problem

The main purpose of this study is to determine the correlation between parental involvement and the academic performance of junior high school students in selected public schools.

Specifically, this study seeks to answer the following questions:

1. What is the level of parental involvement among junior high school students?
2. What is the level of academic performance among junior high school students?
3. Is there a significant relationship between parental involvement and the academic performance of junior high school students?

1.2 Statement of the Null Hypothesis

At a 0.05 level of significance, the following hypothesis was tested:

*Ho:* There is no significant relationship between parental involvement and academic performance among junior high school students.

**II. THEORETICAL / CONCEPTUAL FRAMEWORK**

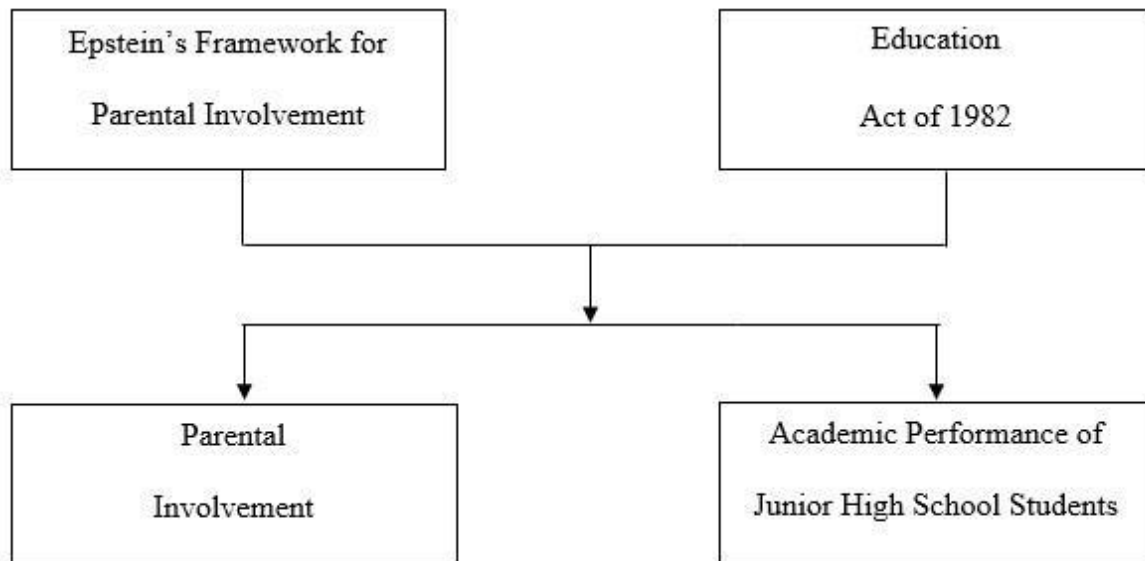


Fig.1. Schematic Diagram

The present study is mainly anchored on the Education Act of 1982 and Epstein’s Framework for Parental Involvement. Education Act of 1982 is a law that establishes and maintains a comprehensive and integrated educational system. Under Chapter 3, Section 14 – Duties of Parents, it specifies that all parents shall have duties and obligations toward their child's education which are: a.) parents must contribute to the attainment of educational objectives in accordance with national goals through school systems, b.) parents must ensure that their children obtain an elementary education and work to ensure that they obtain secondary and higher education as well to ensure proper youth formation, and c.) parents must collaborate with the school to implement the school's curriculum and co-curricular programs (Education Act, 1982).

Moreover, Epstein’s Framework for PI redefines the relationship between parents, schools, and the community, which concerns the educational success of the students primarily; thus, in this framework, Epstein (2002) further explained that the six types of PI are: a.) Parenting- involves child-rearing skills which help all parents establish a home and learning environment to provide support to their

children as students, b.) Communicating - designs successful home-to-school and school-to-home communications about the student’s academic progress and needs, c.) Volunteering - is the participation and organization of parents in different school programs and activities implemented by the school, d.) Learning at home - is the engagement of parents in the learning process of their kids at home, e.) Decision-Making – refers to the process where parents are part of the major school decisions of their children, and f.) Collaborating with the Community - is the process of coordinating different organizations and agencies to cater to the needs of the students and other school personnel.

AP of JHS Students Epstein’s Framework for PI explained that the joint effort of each type of PI yields support for the needs of the students to exhibit better AP. The researchers conducted the study to further investigate the correlation between PI and AP of JHS students in selected public schools.

### III. REVIEW OF RELATED LITERATURE AND STUDIES

Given the many definitions by numerous scholars, there is a wide variety of interpretations that describe PI (Ferrara, 2009). Ginsburg and Bronstein (1993) defined PI as the active participation of a parent who was committed, considerably interested, and well-informed about their kid's education matters. In particular, the parent substantially reinforces the academic endeavors of his or her child, eventually contributing to students' academic achievement (Suizzo & Stapleton, 2007).

In other studies, PI can also be described as the interconnection between parents and children both at home and school to make sure that students' educational outcomes are going in a positive way (Feurstein, 2000). It is an activity where parents manifest support for the academic undertakings of their children. Though PI is defined in numerous ways, its essential theme in most studies signifies that it is an additional level of support for students provided by their respective parents (Chen & Gregory, 2010). It can be inferred that parents influence student academic success (Hsu et al., 2011) since they are the child's first teacher (Morin, 2018). It elucidates that children strive to have a better performance in school when their parents are highly involved in their academic endeavors (Snell, Miguel, & East, 2009; Taliaferro, DeCuir-Gunby, & Allen-Echard, 2009).

In the Philippines, lower secondary education has been referred to as "JHS" since the inception of the K-12 education system. It is a four-year program for learners between the ages of 12 to 16 years old that runs from Grades 7 to 10. In actual fact, there were no official middle school programs in place prior to that, and the equivalent years were simply referred to as "High School," which extended from First to Fourth Year. English, Filipino, Mathematics, Science, and Social Studies are the five core subjects in JHS. On the other hand, Music, Art, Physical Education, and Health (MAPEH), Technology and Livelihood Education (TLE), and Values Education are some of the other disciplines offered at all levels in this stage. Moreover, JHS students possess various characteristics. According to the California Department of Education, JHS students are more curious about the world around them, and they have the eagerness to explore it further on their own. Also, they are willing to learn if they believe it would be beneficial to them. Thus, it can be inferred that JHS students take the initiative, and they are in the stage of developing their ability to do things on their own.

A handful of conducted studies for the past several decades have shown that PI has a significant contribution to the educational success of students; learners who have parents

that actively participate in their education have much better performance than those students whose parents are not engaged in their child's studies (Hsu et al., 2011; Phillipson & Phillipson, 2010; Chen & Gregory, 2010). When parents are more involved and active in directing students both in home-based and school-based activities, students will more likely acquire success in academics (Cooper, Lindsay, & Nye, 2000). It asserts that PI encompasses a sturdy, positive result on the academic accomplishment of students; thus, parents who are unable to take part in regards to academic tasks of their children tend to demonstrate low performance in school (Cooper et al., 2000).

In another study led by Miedel and Reynolds (1999), they compared 1,500 students living in the urban areas of the Chicago Public School District in their case-control study, and it was found that when compared to pupils whose parents were not involved in their studies, those who have parents who are extremely involved in their education exhibited high academic performance. It can be deduced that parents communicate the importance of education through participation in the schooling of their children (Gonzalez-DeHass, Willems, & Doan Holbein, 2005).

Furthermore, there are inconsistencies in the studies of PI and AP that caused massive confusion to many due to the variety of perspectives of different researchers. Marchant, Paulson, and Rothlisberg (2011) reported that the level of PI in the AP of students was not the same for the high school level. Researchers have shown that the level of PI tends to drop off when students reach their high school years (Edwards & Kutaka, 2015; Marshall & Jackman, 2015; Wang, Hill, & Hofkens, 2014). Psychologists have shown that during these years, students established matureness as a response to the constant change of needs and new learning environments (Bouffard & Weiss, 2008).

McNair and Johnson (2009) found out that as students reach their high school years, students need their own space for independence and growth away from their parents. Although in the previous studies, PI is found to be crucial in the education of students, it has nothing to do with their AP because the motivation of students and their self-competence aid them to excel and perform better in school even if their parents are not entirely involved (McNair & Johnson, 2009).

During these developing years, students tend to make decisions on their own. Students found it least helpful when their parents are too much involved in their academics (Blondal & Adalbjarnardottir, 2014). This involvement of parents puts too much pressure on the side of the students (Chua, 2011). For example, a study conducted by Schiffrin (2014) on 297 college students (N = 297) reported that the involvement of the parents has elevated amounts of

dependency that negatively affects the behavioral effect of children as a student. The students tend to suffer from the feeling of being controlled, which eventually obstructs them from performing better in school (Morin, 2018).

The study conducted by Dumont, Trautwein, Lüdtke, Neumann, and Niggli (2012) showed that when parents are too involved with home-related activities such as homework for their children, it may only create a tension between them. Moreover, the child will distinguish that his or her parents as too controlling, which will lead to lower academic achievements. A similar study by Barge and Loges (2003), wherein they employed a focus group discussion with a group of students, revealed that the involvement of parents with their homework prevents them from learning. It showed that PI does not create room for improvement knowing that their parents are persistently assisting them.

Furthermore, due to the pandemic caused by COVID-19, other factors have come into play affecting the AP of JHS students. According to Selim (2007), time management self-regulation skills conduces students to perform better, especially in the current time wherein the educational set-up has shifted to online distance learning. Apart from the given support from their parents, learners need to search for helpful aid from their teachers, colleagues, and peers through emails, chats, and face-to-face meetings to be more effective in school (Lynch & Dembo, 2004). Moreover, learners' responsibilities at home and their families are also other factors known to hinder their learning process (Cohen, Stage, Hammack, & Marcus, 2012).

Another aspect related to this research study is the accessibility of educational tools or gadgets that are similarly significant to the AP of students in online distance learning. Despite the fact that we are in a time where technological tools and devices are accessible, there are quite a few individuals who still do not own one. In relation to this, several studies in the Philippines showed some opposing views regarding the connectivity of the internet and the utilization of gadgets or devices for virtual learning. Another relevant concept by Casillano (2019) points out that only a small number of students have accessibility to the internet, which prevents them from accessing various e-learning platforms used in school. Moreover, in a similar study conducted by Cleofas and Rocha (2021), students who come from households that generate low income do not have the luxury of owning computers or laptops, and their internet access is also limited. Given this condition, it could impede the students from fully participating in various activities in online classes that could negatively affect their performance in school.

Furthermore, it can be observed from the provided literature and studies above that there is a multifaceted view regarding the contribution of PI to the AP of students. Some studies showed that PI is a significant contributor to the attainment of academic success among students (Barnard, 2004; Christenson et al., 1992; Singh et al., 1995). However, in some situations, particularly in high school years, it shows that there was no apparent relationship between them (Marchant, Paulson, & Rothlisberg 2013). Moreover, the present study is a quantitative type of research in nature that aims to investigate whether PI is related to the AP of JHS students to generate new and significant information in the field.

#### IV. METHODOLOGY

The study is a quantitative type of research specifically utilizing a correlational research design in order to determine the correlation between PI and AP among JHS students in selected public schools. The study was administered to a sample of thirty (30) respondents who are all JHS students and currently at the Grade 10 level. Furthermore, simple random sampling was chosen as the sampling technique to minimize selection bias in the study. The respondents are enrolled in the selected public schools in Cebu, particularly in the municipalities of Cebu City, Talisay City, and Toledo City.

In the context of the study, students' performance was based on the respondents' Grade Point Average (GPA) from their previous academic year, 2020-2021, which was their Grade 9 final grades. The modified Parenting Style and Parental Involvement (PSPI) Scale was the main instrument being utilized in gathering data. PSPI Scale was established in 1994 authored by Sharon E. Paulson. Recently, in the study conducted by Mendoza (2012) in University of Southern California, PSPI Scale has been modified. The modification of the instrument was helped validated by Dr. Hirabayashi, Dr. Seli, Dr. Chung, and Dr. Keim who are all experts in the field. The modified PSPI Scale consists of 22 declarative statements. It is scaled on the five-point scale; 1 = Not At All True, 2 = Not Usually True, 3 = Sometimes True, 4 = Usually True, and 5 = Always True. Moreover, PSPI Scale has a Cronbach's alpha ranging from  $\alpha = 0.74 - 0.83$ , which means that it has high reliability as a research instrument (Bernard & Bernard, 2013). Thus, the modified Parenting Style and Parental Involvement (PSPI) Scale is an appropriate instrument for the present study because of its high psychometric properties.

As for the data gathering procedure of this study, the researchers secured first a letter of permission to administer the study. Students who signed the assent form and the informed consent form along with the informed consent

form signed by their parents or legal guardians were given the PSPI Scale. The researchers discussed how the PSPI Scale should be completed, followed by the essential instructions. The participants were given an adequate amount of time to fill in and finish the instrument. When the students already have answered and completed the PSPI Scale, then the retrieval of research instruments followed accordingly. When the questionnaires were all completed, the gathered data was kept in a secured file, where only the researchers have accessibility to the data collected since confidentiality is a serious concern in the present study. Then, the collected data was then ready for analysis.

Moreover, the study utilized descriptive statistics, specifically average weighted mean and Pearson product-moment coefficient of correlation, as statistical tools in interpreting and analyzing the gathered data. The average weighted mean was used in identifying the scores of PI and AP of the JHS students. To assess the correlation between PI and AP of JHS students in selected public schools, the Pearson product-moment coefficient of correlation is used. The gathered data were computed and analyzed by means of the Microsoft Excel Software. It provides the statistical functions parallel to the tools used in the conducted study providing more reliable results.

Steps were undertaken by the researchers in conducting the present study. The researchers prepared a consent letter for the students to ensure privacy and confidentiality. In addition to this, a separate form was also prepared by the researchers, particularly the assent form, for the reason that the participants in this study were mature minors or under

eighteen (18) years of age. Accordingly, informed consent intended for the participants' parents or legal guardians was also prepared by the researchers in the current study as a way to formally ask their permission and inform them about their child's participation in the study. When the request permission letter was approved and given authorization by the officer-in-charge to conduct the said study, the survey was initiated through Google Forms considering that face-to-face administration of the survey is not allowed at present due to the pandemic. Moreover, the primary purpose and essence of the research were clearly explained to the participants and their parents or legal guardians. The necessary protocols and the details on how their provided information is used and interpreted, risks, benefits, and confidentiality for better understanding and clarification were also explained. However, if the students and their parents or legal guardians have changed their minds and decided to leave the study, the research team is going to assist them to withdraw from the study safely. They are allowed to leave the study anytime by contacting the researchers through the provided contact information, so the withdrawal process would be done immediately.

## V. RESULTS AND DISCUSSIONS

This part of the study presents the analysis and interpretation of data about the correlation between PI and AP among JHS students in selected public schools. The gathered data were shown and analyzed through tables congruent to the problems of the study.

Table 1. *PSPI Scale, Mean, Standard Deviation, and Description*

PSPI Scale Questionnaire	Mean	Standard Deviation	Description
1. My parent tries to get me to do my best on everything I do.	3.83	1.28	Usually True
2. My parent thinks that education is a very important part of childhood.	4.8	0.48	Always True
3. My parent usually goes to parent-teacher conferences.	3.63	1.15	Usually True
4. My parent usually sets high standards for me to meet.	3.06	1.43	Sometimes True
5. My parent seldom looks at my tests and papers from school.	3.1	1.21	Sometimes True
6. It does not really matter to my parent what grades I get.	2.56	1.45	Sometimes True
7. My parent is involved in school programs for parents.	2.86	1.35	Sometimes True
8. My parent sometimes does volunteer work at my school.	2.33	1.24	Not Usually True
9. My parent thinks homework is a very important part of school.	3.96	1.24	Usually True
10. When I get poor grades, my parent encourages me to try harder.	4	1.14	Usually True
11. My parent usually does not go to school functions.	2.3	1.02	Not Usually True
12. My parent makes sure that I have done my homework.	3.63	1.35	Usually True
13. My parent usually knows the grades I get.	4.33	0.95	Usually True
14. My parent thinks I should go to college.	4.86	0.43	Always True
15. Hard work is very important to my parent.	4.7	0.65	Always True
16. My parent does not think he/she should help me with my homework.	3	1.44	Sometimes True
17. My parent has high aspirations for my future.	4.53	0.57	Always True
18. When I get poor grades, my parent offers help.	3.1	1.49	Sometimes True
19. When I ask for help with my homework, my parent usually gives it to me.	3.3	1.32	Sometimes True
20. My parent thinks that getting ahead is very important.	4.03	0.96	Usually True
21. My parent does not think I should be concerned about what kind of career I may have.	2.13	1.28	Not Usually True
22. My parent usually goes to activities in which I am involved in school.	3.13	1.38	Sometimes True

**Legends:**

<b>Range of Values</b>	<b>Description</b>
4.51 - 5.00	Always True
3.51 - 4.50	Usually True
2.51 - 3.50	Sometimes True
1.51 - 2.50	Not Usually True
1.00 - 1.50	Not At All True

The tables above show the PSPI Scale mean, standard deviation scores, and its corresponding description based on the given range of values. The former table shows the respective equivalent description based on their value on the weighted average mean on the dataset of the PSPI Scale declarative statements.

*Table 2. Level of Parental Involvement of Junior High School Students*

<b>Variable</b>	<b>n</b>	<b>M</b>	<b>SD</b>
Parental Involvement	30	3.51	0.42

Table 2 shows the mean scores of PI of JHS students. Descriptive statistics were utilized in obtaining the mean and standard deviation of the scores. The established cut-off mean score of PI based on the PSPI Scale is 11.5. Thus, mean scores above 11.5 imply high PI and mean scores below 11.5 imply low PI. Hence, based on the findings, JHS students have low PI (M = 3.51, SD = .42).

*Table 3. Level of Academic Performance of Junior High School Students*

<b>Variable</b>	<b>n</b>	<b>M</b>	<b>SD</b>
Parental Involvement	30	90.21	4.89

*Note. GPA = Grade Point Average*

**Legends:**

<b>Grading Scale</b>	<b>Description</b>
90-100	Outstanding
85-89	Very Satisfactory
80-84	Satisfactory
75-79	Fairly Satisfactory
Below 75	Did Not Meet Expectations

*\*based on the New K-12 Grading System According to DepED Order no.8 s. 2015*



Table 3 shows the mean score of the GPA among JHS students. The mean score of the AP of the students is ( $M = 90.21$ ,  $SD = 4.89$ ). The result implies that students have an “outstanding” performance in their academic undertakings according to the grading scale of the new K-12 Grading System of the Department of Education.

Table 4. *Correlation between Parental Involvement and Academic Performance*

<i>Variable</i>	<i>N</i>	<i>r-value</i>	<i>Description</i>	<i>p-value</i>	<i>Interpretation</i>
Parental Involvement and Academic Performance	30	-0.06	Very Low Negative	0.74	Insignificantly Correlated

**Legends:**

<i>r(≠)</i>	<i>Interpretation</i>
1.00	Perfect Positive/Perfect Negative Correlation
0.81-0.99	Very Strong/Very High
0.61-0.80	Strong/High
0.41-0.60	Moderate/Substantial
0.21-0.40	Low/Slight
0.01-0.20	Very Low / Negligible
0.00	No Correlation

With the use of Pearson product-moment coefficient correlation test analysis, the findings in table 4 point out that there is a very low negative, and it was found that there is no significant correlation between PI and AP among JHS students,  $r(30) = -.06$ ,  $p = .74$ . Thus, the null hypothesis was accepted since the p-value is greater than the significance level,  $p > .05$ .

The results of the present study validate the study administered by McNair and Johnson (2009), concluding that PI has nothing to do with the AP among students in JHS years. Their motivation and self-competence aid them in excelling and performing better in school even if their parents are not wholly involved. Thus, the results further show that the academic success of students will depict mainly by their performance, not by the amount of involvement of their parents in their education.

The present study also coincides with previous works that reported similar findings. Marchant, Paulson, and Rothlisberg (2011) claimed that PI is not significantly related to AP, particularly during the transitional years of students to secondary years. It is the time when there is a substantial influence and even pressure from classmates, peers, and society which corroborates the claim of Shaffer (2009). Thus, this further shows that PI is not linked with the AP of students, considering the numerous factors.

Moreover, the findings of the present study agreed with the analysis of Shaffer (2009), concluding that no correlation exists between PI and AP among students during the transitional years at the high school level. During these years, students grow and develop; they want to be independent and desire to make decisions on their own, including their academic endeavors. The preceding, therefore, is also in line with the assertion of Bouffard and Weiss (2008), concluding that during the high school years, students become mature in response to the changing needs, new educational environments, and performances in school. Hence, this shows the involvement of parents is not significantly associated with the academic outcomes among students.

## VI. CONCLUSION AND RECOMMENDATIONS

Parents need not be directly involved in the academic undertakings of their children. It solely depends on the students on how much of an effort they exert in their academic tasks, how they respond to the changing needs in their educational environments, and how responsible they are in fulfilling their academic endeavors. Furthermore, educational staff and administrators may be able to identify other factors that influence the AP of the students. Thus, PI does not affect the AP of students. Because the scope of this study is restricted within the perception of students towards

PI, it would be better for the future studies to let the parents of the students be involved, and their side will be taken into consideration; new variables in the inquiry – motivation and self-competence among student; and to conduct a qualitative or a mixed-method study for future studies about the topic.

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