

# The Involvement of Parent on the Educational Achievement of Low-Performing Students: Basis for Restrengthening their Roles to Unlock the Students' Academic Potential

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## Abstract

This study examined the level of parental involvement and its relationship to the academic performance of low-performing students at Gat Andres Bonifacio High School during the School Year 2024–2025. Grounded in Ecological Systems Theory and Epstein's framework, the study analyzed parental involvement across six dimensions: parenting, communication, volunteering, learning at home, decision-making, and community collaboration, and determined differences based on demographic characteristics such as number of children, educational attainment, family income, and employment status. A quantitative descriptive-comparative research design was employed, involving 288 parent-respondents selected through purposive sampling from a population of 1,129 students. Data were gathered using a modified and validated parental involvement questionnaire and analyzed using descriptive statistics (frequency, percentage, and mean) and inferential statistics through One-way Analysis of Variance (ANOVA). Results revealed that overall parental involvement was slightly involved (composite mean = 2.49), with moderate engagement in communication, learning at home, and decision-making, and lower involvement in parenting, volunteering, and community collaboration. Significant differences were found across all dimensions when grouped according to demographic variables ( $p = .000$ ), with higher educational attainment, stable employment, and higher income associated with greater involvement. The study concludes that parental involvement remains limited and is significantly influenced by socioeconomic and demographic factors, affecting students' academic outcomes. It recommends targeted school-based interventions and parent development programs to strengthen engagement and improve learning outcomes. The study aligns with SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), and SDG 17 (Partnerships for the Goals) by addressing educational disparities and promoting collaborative support systems. It contributes to educational and socio-economic sustainability by informing policies and practices that enhance school-home partnerships and equitable student development.

**Keywords:** Academic Performance, Demographic Profile, Low-Performing Students, Parental Involvement, School-Based Management, Socioeconomic Factors

## 1. Introduction

Educational systems globally continue to face persistent challenges in improving student performance, particularly in developing countries. In the Philippines, systemic issues in basic education, including low achievement levels and inequities, highlight the need to examine factors beyond classroom instruction. Among these, parental involvement has been consistently identified as a critical determinant of student outcomes. This study focuses on parental involvement and its relationship to the academic performance of low-performing students in an urban public secondary school context, specifically at Gat Andres Bonifacio High School.

### 1.1 Background of the Study on Parental Involvement and Academic Performance of Low-Performing Students

The Philippines, with over 27 million basic education learners, faces challenges in ensuring quality education for all (Department of Education, 2020). Poor performance in international assessments such as PISA, where Filipino students ranked 78th out of 79 countries in mathematics in 2018, reflects systemic learning gaps and inequities. At the national level, indicators such as enrollment, dropout, achievement, and retention rates further reveal structural issues affecting academically at-risk learners. To address these concerns, the Department of Education promotes School-Based Management (SBM), which decentralizes governance and emphasizes shared accountability among stakeholders, including parents (DepEd, 2021). Parental involvement is thus recognized as a key mechanism for improving student outcomes and school performance.

### **1.2 Themes and Insights from Related Literature on Parental Involvement, Parent Profiles, and Student Outcomes**

Parental involvement is defined as the extent to which parents engage in their children's education (Bartolome, Mamat, & Masnan, 2020). Studies consistently show that such involvement positively influences academic achievement, attendance, motivation, and social development (Hill and Jeynes, 2020; Fleharty & Edwards, 2020; Hill, 2020). It also enhances literacy and numeracy skills and promotes long-term engagement with learning (El Nokali et al., 2021; Marcon, 2020; Arnold & Whitehurst, 2020; Morrow, 2021). Parenting styles further shape outcomes, with authoritative parenting linked to better academic performance (Baumrind, 2021; Esplin, 2022). The quality and type of involvement, particularly process-focused engagement, significantly influence student success (Pomerantz et al., 2020; Darling & Steinberg, 2022). However, barriers such as financial constraints, sociocultural factors, and limited access to resources hinder effective parental engagement, especially among low-income families (DepEd, 2019; Read & Atino, 2021). These limitations contribute to disparities in student achievement. Low-performing students, typically those scoring below the 25th–30th percentile, require additional support (Ladson-Billings, 2020; DepEd, 2018, 2020). Research indicates that parental involvement through communication, supervision, and support plays a critical role in improving their academic performance (Henderson & Mapp, 2020; Fan & Chen, 2020). Parental involvement is also influenced by demographic factors such as number of children, educational attainment, income, and employment status, which affect parents' ability to provide academic and emotional support (Becker, 2020; Wu, 2021; Coleman et al., 2022; Thompson et al., 2020; Albert et al., 2020; Berliner, 2021; Gachathi, 2020; Harvey, 2022).

### **1.3 Local, National, and Global Context of Parental Involvement in Urban Public Secondary Schools**

Globally, declining student performance highlights the need to address broader determinants of learning beyond the classroom. International studies emphasize parental involvement as a key factor in improving academic outcomes (Hill and Jeynes, 2020). However, disparities persist among low-performing and socioeconomically disadvantaged groups, where family support is often limited (Ladson-Billings, 2021). In the Philippine context, research on parental involvement remains limited, particularly in public secondary schools. Tus (2020) found that parental participation in private schools is still developing and inconsistent, suggesting even greater challenges in public school settings. Urban environments such as Manila present compounded challenges, including poverty, overcrowding, and limited access to educational resources (UNICEF, 2020). Gat Andres Bonifacio High School reflects these conditions, where low-performing students continue to face academic difficulties that cannot be addressed solely through school-based interventions.

### **1.4 Theoretical or Conceptual Basis of Parental Involvement and Student Outcomes**

This study is grounded in Ecological Systems Theory (Bronfenbrenner, 1979), which posits that a child's development is shaped by interactions within interconnected systems, particularly the family, school, and community. Parental involvement operates within the microsystem, directly influencing academic performance and socio-emotional development. Additionally, Epstein's (1995) Framework of Six Types of Parental Involvement provides a structured understanding of how parents engage in education through parenting, communication, volunteering, learning at home, decision-making, and community collaboration. The conceptual framework of the study integrates these perspectives, identifying parental involvement (home-based, school-based, and community-based) as the input, supported by strategies and interventions (process), leading to improved student outcomes such as academic performance, motivation, and social skills (output).

### **1.5 Research Gaps and Rationale on Parental Involvement among Parents of Low-Performing Students**

Despite extensive literature on parental involvement, significant gaps remain. Existing Philippine studies primarily focus on general student populations or private school settings, with limited attention to low-performing students in urban public secondary schools. Moreover, few studies examine parental involvement using demographic variables such as number of children, educational attainment, income, and employment status within a descriptive-comparative framework. This lack of context-specific and inferential research limits the development of targeted interventions. Therefore, this study aims to determine the level of parental involvement among parents of low-performing students and examine differences based on demographic profiles.

### **1.6 Alignment with Relevant Sustainable Development Goals (SDGs)**

This study aligns with SDG 4 – Quality Education, as it seeks to improve student learning outcomes by examining factors influencing academic performance. It also supports SDG 10 – Reduced Inequalities by addressing disparities affecting low-performing students in urban public schools. Additionally, the focus on parental engagement contributes to SDG 17 – Partnerships for the Goals, emphasizing collaboration between families, schools, and communities.

### **1.7 Importance of the Study to Multidisciplinary Sustainability**

The study contributes to educational sustainability by identifying strategies to improve student achievement through strengthened school-home partnerships. It supports socio-economic sustainability by addressing barriers faced by low-income families that affect student performance. Furthermore, it promotes community and institutional sustainability by reinforcing collaborative governance under the School-Based Management framework. By generating evidence-based

insights, the study informs policy, school interventions, and parent engagement programs, contributing to long-term improvements in educational systems and student outcomes.

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## **2. Material and methods**

### **2.1 Research Design**

The study employed a quantitative descriptive–comparative research design to examine the relationship between the profile of parent respondents and their level of parental involvement. The descriptive component was used to systematically collect, organize, and summarize data, while the comparative aspect enabled the analysis of differences among groups based on profile variables. Inferential statistical tools, particularly Analysis of Variance (ANOVA), were utilized to determine whether significant differences existed across groups. This design was appropriate as it allowed both the description of current conditions and the testing of group differences, providing a comprehensive understanding of how parental characteristics influence involvement.

### **2.2 Locale of the Study**

The study was conducted at Gat Andres Bonifacio High School, an urban public secondary school. The locale reflects a typical public school environment where students face varying academic challenges, making it suitable for examining parental involvement among parents of low-performing learners.

### **2.3 Respondents of the Study**

The respondents consisted of 288 parents whose children were enrolled at Gat Andres Bonifacio High School during the School Year 2024–2025. These parents were selected based on their children’s academic performance, specifically those who obtained grades below 75% in at least one core subject, including English, Filipino, Science, and Mathematics. This criterion ensured that the study focused on parents of low-performing students who require additional academic support.

### **2.4 Sample and Sampling Procedure**

The total student population from Grade 7 to Grade 10 was 1,129, from which the sample size of 288 parent-respondents was determined using the Qualtrics Sample Size Calculator. To ensure balanced representation, the respondents were equally distributed across Grade 7, Grade 8, Grade 9, and Grade 10. This sampling approach allowed for a more accurate comparison of parental involvement across different grade levels.

### **2.5 Research Instrument**

The study utilized a modified and adapted parental involvement questionnaire based on Mejia et al. (2009). The instrument measured parental involvement across six domains: parenting, communication, volunteering, learning at home, decision-making, and community collaboration. Anchored in the adopted theoretical framework and aligned with Epstein’s (2009) model, the questionnaire assessed both the type and level of parental involvement, including challenges such as communication gaps, limited participation opportunities, and insufficient teacher training in engaging parents. To ensure validity and reliability, the instrument underwent content validation by three research experts, including one principal and two head teachers. Their feedback was incorporated to improve the clarity, accuracy, and overall quality of the questionnaire, ensuring that the data collected would be meaningful and trustworthy.

### **2.6 Data Gathering Procedure**

Data collection followed a systematic process. Initially, a draft questionnaire was prepared and subjected to content validation by research experts. Revisions were made based on their recommendations. Formal permission to conduct the study was then secured from the Office of the Schools Division Superintendent and subsequently from the Public Schools District Supervisor of Cluster 9. Upon approval, the questionnaires were distributed to the selected parent-respondents and personally retrieved by the researcher to ensure completeness and accuracy of responses.

### **2.7 Data Analysis Techniques**

The collected data were analyzed using both descriptive and inferential statistics. Frequency counts and percentages were used to describe the demographic profile of respondents, while the mean was employed to determine the level of parental involvement across the six domains. A four-point Likert scale was used, where 4 indicated extremely involved, 3 moderately involved, 2 slightly involved, and 1 not involved. To test for significant differences in parental involvement based on respondent profiles, One-way Analysis of Variance (ANOVA) was applied.

### **2.8 Ethical Considerations**

The study adhered to established ethical standards in educational research. Approval was obtained from relevant educational authorities, and informed consent was secured from all respondents. Participation was voluntary, and respondents were allowed to withdraw at any time without penalty. Confidentiality and anonymity were strictly maintained, with no personally identifiable information collected or disclosed. The study posed no risks to participants, and all data

were handled responsibly to ensure integrity and prevent misuse. These measures upheld the credibility and trustworthiness of the research.

### 3. Results and Discussion

#### 3.1 Parental Involvement and Parent Profile of Low-Performing Students

##### 3.1.1 Demographic Profile of Parent-Respondents

The results showed that most of the 288 parent-respondents had four or more children (29.5%), with the largest proportion being elementary graduates (27%). A significant number belonged to low-income households, with 38.5% earning below P5,000 monthly, and 45.8% were unemployed, followed by contractual, regularly employed, and self-employed individuals. These findings indicate that the majority of respondents were from economically disadvantaged backgrounds with limited educational attainment. These results suggest that socioeconomic constraints, such as low income, unemployment, and limited education, may restrict parents' ability to actively engage in their children's education. Such conditions can reduce access to resources, time, and capacity to support academic activities, reinforcing existing inequalities in student learning outcomes.

##### 3.1.2 Level of Parental Involvement Across Domains

The findings revealed that overall parental involvement was slightly involved (Mean = 2.49). Parents demonstrated slight involvement in parenting (Mean = 2.34), volunteering (Mean = 2.36), and community collaboration (Mean = 2.33), while moderate involvement was observed in communication (Mean = 2.73), learning at home (Mean = 2.58), and decision-making (Mean = 2.57). Parents showed stronger engagement in providing emotional support and assisting learning needs but were less involved in structured academic guidance, school participation, and collaboration with other parents. These findings indicate that parental involvement is primarily centered on emotional and general support rather than active academic engagement. Limited participation in volunteering and community collaboration reflects constraints that hinder deeper involvement, consistent with Hawley (2021) and Othman (2018). Similarly, the lower involvement in guiding academic tasks suggests gaps in parental capability or confidence, aligning with Campbell et al. (2021), who emphasized the role of parental education in effective home learning.

##### 3.1.3 Domain-Specific Patterns of Parental Engagement

The results showed variations within each domain. In parenting, parents were more involved in providing warmth and nurturing (Mean = 2.53) but less engaged in assisting with academic questions (Mean = 2.07). In communication, parents were most involved in fostering independence (Mean = 3.22) but less in guiding behavior (Mean = 2.36). Volunteering was highest in attending homeroom meetings (Mean = 3.24) but lowest in participating in school activities (Mean = 1.68). In learning at home, parents supported learning needs (Mean = 3.24) but were less involved as knowledge providers (Mean = 1.90). Decision-making showed higher acceptance of children's emotional expression (Mean = 3.21) but limited rule-setting (Mean = 1.98). Community collaboration was strongest in meeting teachers (Mean = 3.05) but weakest in engaging with other parents (Mean = 1.42). These patterns highlight that parental involvement is uneven, with stronger emphasis on emotional support than academic or collaborative engagement. The limited role of parents as academic guides and community participants suggests the need for capacity-building initiatives. The findings support existing research emphasizing the importance of structured parental engagement in improving academic outcomes (Campbell et al., 2021; Othman, 2018).

#### 3.2 Differences in Parental Involvement Based on Parent Profile

The results indicated that significant differences in parental involvement existed across all domains when respondents were grouped by number of children, educational attainment, monthly family income, and employment status, with all variables showing statistical significance ( $p = .000$ ). Parents with fewer children, higher educational attainment, higher income, and stable employment demonstrated higher levels of involvement compared to their counterparts. These findings confirm that demographic and socioeconomic factors play a critical role in shaping parental engagement. Larger family size may dilute parental attention and resources, consistent with Butcher & Case (2021) and Wu (2021). Higher educational attainment enhances parents' ability to support learning, supporting Coleman et al. (2022). Financial stability enables greater participation in school-related activities, aligning with Berliner (2021), while stable employment provides the resources and time necessary for engagement, corroborating Gachathi (2020).

#### 3.3 Implications for Enhancing Parental Involvement and Student Outcomes

The findings showed that parental involvement among respondents was generally limited, particularly in volunteering, academic guidance, and community collaboration. While moderate engagement was observed in communication and learning support, these were largely informal and lacked structured academic focus. This suggests the need for schools to strengthen programs that enhance parental capacity, particularly in academic support, behavioral guidance, and community engagement. Interventions such as workshops, parent-teacher collaborations, and community-based initiatives may improve the consistency and quality of parental involvement. These strategies align with prior research indicating that

increased parental engagement contributes to improved academic performance, behavior, and social development (Garcia & Thornton, 2018; Campbell et al., 2021).

#### 4. Conclusion and Recommendations

The study concludes that parental involvement in the education of low-performing students is generally limited and is significantly influenced by demographic and socioeconomic factors. Parents with more children, lower educational attainment, low income, and unstable employment tend to demonstrate reduced engagement due to constraints in time, resources, and capability. Although some level of involvement is present, it remains inconsistent and irregular, particularly in structured academic support and school-related activities. The findings further indicate that significant differences in parental involvement exist based on number of children, educational attainment, income, and employment status, confirming that these factors directly affect the extent of parental engagement and ultimately influence students' academic outcomes.

It is recommended that schools strengthen support systems for students from larger families by utilizing volunteers and additional learning resources. Collaboration with local government units, alumni, and community partners should be enhanced to support student learning, while livelihood programs may be considered to help address financial constraints faced by families. Schools should also implement seminars and workshops to improve parenting skills, maintain consistent communication with parents through various platforms, and develop training programs that prepare parents to effectively support their children's learning. Future research is encouraged to further explore parenting styles, parental challenges, awareness of roles, and parental perspectives on involvement to deepen understanding of factors affecting student achievement.

The study is limited to parent-respondents from a single urban public secondary school and focuses only on those with children identified as low-performing based on specific academic criteria. It examines parental involvement using selected demographic variables and relies on self-reported data, which may not fully capture the complexity of parental engagement. Additionally, the use of a descriptive-comparative design restricts the analysis to observed differences without establishing causal relationships, and the findings may not be generalizable to other contexts or populations.

#### Compliance with ethical standards

The authors declare no conflict of interest, and this study received no external funding. The researchers acknowledge the parent-respondents and Gat Andres Bonifacio High School for their participation and support; participation was voluntary, and informed consent was obtained prior to data collection using non-invasive survey methods. All information was treated with strict confidentiality, and no personally identifiable data were collected or disclosed.

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