



# PARENTS' INVOLVEMENT AND GRADE 3 LEARNERS' ACADEMIC ACHIEVEMENT IN ARLING PANLIPUNAN

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**Abstract :** This study mainly aimed to determine the parental involvement and academic achievement of Grade 3 learners in San Jose West District, Schools Division Office of Tarlac Province during the school year 2023-2024. This study made use of the descriptive-correlational method of research. A questionnaire was utilized as the tool for data gathering. Majority of the parent-respondents belong to the age bracket 31-40, female, mostly are mothers who are non-professionals like fathers with a joint family income of Php5,000 and below and are not getting or asking any financial support from other members of their family. Great majority of the parents are living in the rural area that belong to a nuclear family and are high school graduates. The parent-respondents display a "Favorable" attitude towards school. This indicates that parents display positive opinions, views, outlooks, values and dispositions with regards to the chosen school and education of their children.

**Keywords:** Grade 3 learners, parents' involvement, academic achievement

## INTRODUCTION

Globally, there is wide recognition of the importance of education in the socioeconomic development of countries, especially those in the developing world. Education serves as a fundamental pillar for the progress and prosperity of nations, laying the foundation for a skilled workforce, innovation, and overall societal advancement. For instance, in countries like Finland and South Korea, where education is highly prioritized, we see a direct correlation with their economic growth and stability.

Education in the developing world plays a crucial role in breaking the cycle of poverty and inequality. By providing access to quality education, countries can empower their citizens, particularly marginalized groups like girls and rural populations, to improve their livelihoods and contribute meaningfully to the economy. This is evident in success stories from countries such as Rwanda and Vietnam, where investments in education have led to significant improvements in literacy rates and economic development.

A major concern that has emerged over the last decade has been the need to ensure that children are given the requisite opportunity to access basic education in their respective communities because they constitute the future human capital of the society and therefore have potential to exert significant impact on the growth and development of the economy. Children's full participation in basic education is a requirement for societal progress as economic systems have become more global in scope and the information and skills required to participate fully in them have become more complex, the scope of imparting skills necessary and sufficient for the populace to participate fully in socioeconomic development.

Unfortunately, in the latest page of Humanium.org, it was mentioned that "Today, education remains an inaccessible right for millions of children around the world. More than 72 million children of primary education age are not in school and 759 million adults are illiterate and do not have the awareness necessary to improve both their living conditions and those of their children. Factors linked to poverty such as unemployment, illness and the illiteracy of parents; multiply the risk of non-schooling and the drop-out rate of children by 2."

People believe that education is an important tool for the development of an individual, the society and the nation at large. For this reason, nations all over the world are concerned with the provision of education to their citizens. The importance of education is undeniable for every single person. It goes with the saying that education has a positive effect on human life. All people need to study. Only with the advent of education can people gain knowledge and enlarge their view over the world. Education is regarded as the major provider to the enhancement of living standards of disadvantaged groups. It is supposed to lead to economic liberation but apparently not so in the Philippine context.

For a developing country like the Philippines, education is a critical engine in powering progress. For many poor Filipinos, education is a means to a better life; it may be the only key to survival and getting better prospects in life. It is a fundamentally held belief among Filipinos that education is a ticket out of poverty and a means of empowerment. Likewise, educational

opportunities are conduits of learning that can become effective channels of values orientation, consciousness, and information that is useful and significant to a wide range of social goals.

In a reading about the nature of schools and academic performance of pupils in primary schools in Gasabo District, it was mentioned that “Education is the primary agent of transformation towards sustainable development. It increases people's capacities to transform their visions for society into reality. All countries strive for quality education for their sustainable development.”

In the culture of many Filipinos, the lack of education is seen as a sure way to failure. Lack of education can have serious effects on children and adults and can affect health, living conditions and social situations. This is the reason why responsible parents want to see their children complete their education and every diligent student feels the pressure to succeed in school. However, Manila Standard says the household budget needed for quality education is out of reach for the majority.

“It takes a village to raise a child” is a popular proverb with a clear message: the whole community has an essential role to play in the growth and development of its young people. In addition to the vital role that parents and family members play in a child's education, the broader community too has a responsibility to assure high-quality education for all students. They are teachers' partners in giving quality education to pupils and students. They should work closely with each other to meet their mutual goals. Schools can provide more support for students, families and staff when they are an integral part of the community. This signifies that education is not restricted to the classroom itself, its function expounds to any point of the community. All members of the community need the school as a positive force for social betterment and economic growth. On the other hand, school alone cannot function well without its community. School community, as defined by the Glossary of Education reform, encompasses the school administrators, teachers, and staff members who work in a school; the students who attend the school and their parents and families; and local residents and organizations that have a stake in the school's success, such as school-board members, city officials, and elected representatives; businesses, organizations, and cultural institutions; and related organizations and groups such as parent-teacher associations, “booster clubs,” charitable foundations, and volunteer school-improvement committees (to name just a few). (<http://edglossary.org/school-community/>). Hence, it is essential that all actions and activities which the school instigates and directs should contribute to educative process of every learner. The parents, teachers and community members stand side by side in helping build the thoughts and life of every child while he is in his second home, the school. Schools clearly work best if there is the will and support from parents, the teachers, the pupils, as well as the other stakeholders of the community. The establishment of an organization that connects the school and the community is essentially important in the implementation of the different programs and projects of any institution. The victory of every school administrator in achieving its vision and mission depends on the cooperative effort of the school officials, teachers, parents, and community leaders.

Among all the components of a school community, this study focuses on the role and importance of parents in the education of the children since the researcher believes that apart from teachers, parents play an imperative part in child's development. Parents and or families are by far the most domineering impacts in a child's life. Their support can play a vibrant role at all stages of education.

NEA President Roekel said “Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs. Researchers cite parent family community involvement as a key to addressing the school dropout crisis and note that strong school-family-community partnerships foster higher educational aspirations and more motivated students.”

In the study conducted by the Regional Educational Laboratory (REL Central) at Marzano Research, they have distilled the following twelve key findings: (1.) Parent/family involvement has a significant positive impact on student outcomes throughout the elementary, middle school, and secondary years; (2.) While in general parent/family involvement improves student outcomes, variations have been found according to students' family cultures, ethnicity, and/or socioeconomic backgrounds; (3.) Parent/family involvement at home has a more significant impact on children than parent/family involvement in school activities; (4.) The nature of the parent/family involvement that is most beneficial to children changes as they reach adolescence; (5.) Parent/family involvement in early childhood programs helps children succeed in their transition to kindergarten and elementary school. (6.) Parent/family assistance with homework can be beneficial; however, parents may need guidance and assistance in order to work effectively with their children. (7.) The ways in which culturally diverse families are involved in their children's education may be different from those of other families. These family practices are nonetheless valuable and should be respected and capitalized on when planning parent/family involvement programs; (8.) Promising outcomes have been documented in both mathematics and literacy when children's parents/families are involved in the educational process. (9.) The most promising opportunity for student achievement occurs when families, schools, and community organizations work together; (10.) To be effective, school programs must be individualized to fit the needs of the students, parents, and community. (11.) Effective programs assist parents in learning how to create a home environment that fosters learning and how to provide support and encouragement for their children's success. (12.) Teachers must be trained to promote effective parent/family involvement in children's education.

Similarly, in a study made by the Department of Education in Ohio reveals the best practices for parent involvement in schools which are as follows: (1.) Create a welcoming school climate; (2.) Provide families information related to child development and creating supportive learning environments; (3.) Establish effective school-to-home and home-to-school communication; (4.) Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community; (5.) Engage families in school planning, leadership and meaningful volunteer opportunities; (6.) Connect students and families to community resources that strengthen and support students' learning and well-being.

Hence, it can be established that children with involved parents have higher academic achievement. Not only do students score higher on tests but they are more prepared to start school and have a greater likelihood of graduating.

### Statement of Problem

This study mainly aimed to determine the parental involvement and academic achievement of Grade 3 learners in San Jose West District, Schools Division Office of Tarlac Province during the school year 2023-2024.

Specifically, it sought to answer the following questions:

1. What is the profile of the parent-respondents in terms of the following variables:
  - a. age,
  - b. sex,
  - c. relation to the child,

- d. parents' occupation,
  - d.1 father's occupation
  - d.2 mother's occupation
  - e. joint monthly income,
  - f. other source of financial support,
  - g. place of residence,
  - h. type of family and,
  - i. highest educational attainment?
2. What is the level of attitude of parents towards school?
  3. What is the extent of parental involvement as assessed by the respondents themselves in terms of the following:
    - a. commitment to parental support, and
    - b. parental activity and participation?
  4. What is the level of Grade 3 learners' academic performance during the 3<sup>rd</sup> quarter of school year 2023-2024?
  5. Is there a significant relationship between the parents' related factors and their involvement in school?
  6. Is there a significant relationship between the parental involvement and Grade 3 learners' academic performance?
  7. What are the problems encountered on parental involvement?

## METHODOLOGY

### Research Design

This study made use of the descriptive-correlational method of research. A questionnaire was utilized as the tool for data gathering. The questionnaire on attitude of parents towards school was adapted from the study of Navarro (2015). However, the questionnaire on parental involvement which includes commitment to parental support and parental activity and participation was adapted from the study of Tierra (2011). These questionnaires were modified and improved by the researcher to meet the current needs of the community. It was later subjected to content validation by pool of experts. The questionnaires were prepared in two (2) languages - English which is used for private schools and translated to other dialect for the benefit of the respondents in the public schools. The validity and reliability of the test material was evaluated by four (4) school administrators and one (1) DepEd Supervisor. After thorough tabulation and analysis, appropriate statistical tools were used to answer the problems stated in this study.

### Sources of Data

This study covers elementary schools in San Jose West District, Schools Division Office of Tarlac Province during the school year 2023-2024. The respondents of the study are Grade 3 parents where chosen respondents considered. However, parents with two or more children attending the same school are considered single respondent. Focused Group Discussion (FGD) was also employed to selected parents and teachers to gather firsthand information.

### Instrumentation and Data Collection

A questionnaire was employed as the prime tool for data gathering. The items were content-validated by Education Program Supervisor in Araling Panlipunan and some principals. The questionnaire obtained a validity index of 4.55 described as "Very High".

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Descriptor	Grading Scale	Remarks
Outstanding	90-100	Passed
Very Satisfactory	85-89	Passed
Satisfactory	80-84	Passed
Fairly Satisfactory	75-79	Passed
Did Not Meet Expectations	Below 75	Failed

Part III assessed the attitude of parents toward school where the following norms for interpretation were used:

Range	DR for Positive Items	DR for Negative Items	Overall DR
4.21-5.00	Strongly Agree (SA)	Strongly Disagree (SD)	Strongly Favorable (SF)
3.21-4.20	Mildly Agree (MA)	Mildly Disagree (MD)	Favorable (F)
2.61-3.20	Undecided (U)	Undecided (U)	Neutral (N)
1.81-2.60	Mildly Disagree (MD)	Mildly Agree (MA)	Unfavorable (U)
1.00-1.80	Strongly Disagree (SD)	Strongly Agree (SA)	Strongly Unfavorable (SU)

Part IV covered parental involvement to the activities of their children at home and in school. Indicators included are commitment to parental support and parental activity and participation. The norms used for interpretation are as follows:

Range	DR for Positive Items	DR for Negative Items	Overall DR
4.21-5.00	Always (A)	Never (N)	Very High (VH)
3.21-4.20	Often (O)	Rarely (R)	High (H)
2.61-3.20	Sometimes (S)	Sometimes (S)	Moderate (M)
1.81-2.60	Rarely (R)	Often (O)	Low (L)
1.00-1.80	Never (N)	Always (A)	Very Low (VL)

Focused Group Discussion (FGD) was also employed to parents and teachers to gather firsthand information, ideas, opinions, perspectives and sentiments. Direct interaction with them enhances and supplements the data and information gathered.

The researcher requested four (4) administrators and one (1) Supervisor to validate the questionnaire first. After which, the researcher sought permission from the Division School Superintendent. An endorsement was given after and forwarded to the 10 school principals to conduct the study. Afterwards, there was coordination between the principal and Grade 3 advisers. The questionnaires were then given to the parents/guardians as the main respondents considered in this study and retrieval of questionnaires was done after few weeks.

### Statistical Treatment of Data

1. Frequency count and percentage to describe the profile of the respondents.
2. Mean to determine the attitudes of parents toward school, extent of parental involvement and academic performance of pupils.
3. Simple Linear Correlation Analysis to find out the influence of the profile of the respondents on the extent of parental involvement and the influence of parental involvement on the academic performance of the learners.
4. Analysis of Variance (ANOVA) and Scheffe Test to determine the significant differences on the parental involvement between and among the schools.

## RESULTS AND DISCUSSION

### Profile of Respondents

Table 1 shows the profile of the respondents in terms of age, sex, relation to the child, parents' occupation, joint monthly income, other source of financial support, place of residence, type of family and highest educational attainment.

**Table 1. Profile of Parent-Respondents**

Variables	<i>f</i>	%
<b>Age</b>		
61 years and above	30	2.9
51 – 60	51	5.0
41 – 50	256	24.9
31 – 40	527	51.4
21 – 30	161	15.7
<b>Total</b>	<b>1025</b>	<b>100</b>
<b>Sex</b>		
Male	287	28.0
Female	738	72.0
<b>Total</b>	<b>1025</b>	<b>100</b>
<b>Relation to the child</b>		
Father	303	29.6
Mother	584	57.0
Grandparent	98	9.6
Aunt/Uncle	36	3.4
Nanny	4	0.4
<b>Total</b>	<b>1025</b>	<b>100</b>
<b>Father's Occupation</b>		
Professional	452	44.10
Non-Professional	540	52.68
No Father	33	3.22
<b>Total</b>	<b>1025</b>	<b>100</b>
<b>Mother's Occupation</b>		
Professional	353	34.44
Non-Professional	660	64.39
No Mother	12	1.2
<b>Total</b>	<b>1025</b>	<b>100</b>
<b>Joint Monthly Income</b>		
Below Php 5,000	413	40.3
Php 5,001 – 10, 000	160	15.6
Php 10, 001 – 15, 000	75	7.3
Php 15, 001 – 20, 000	81	7.9
Php 20,001 – 25, 000	44	4.3
Php 25, 001 – 30, 000	49	4.8
Php 30, 001 – 35, 000	48	4.7

Php 35,001 – 40, 000	34	3.3
Php 40, 001 & above	121	11.8
<b>Total</b>	<b>1025</b>	<b>100</b>
<b>Other Source of Financial Support</b>		
None	730	71.2
Father/Mother	265	25.9
Grandparents	19	1.9
Aunt	11	1.1
<b>Total</b>	<b>1025</b>	<b>100</b>
<b>Place of Residence</b>		
Urban	218	21.3
Rural	807	78.7
<b>Total</b>	<b>1025</b>	<b>100</b>
<b>Type of Family</b>		
Only Child Family (Parents living together with only one child)	61	6.0
Nuclear Family (Parents and siblings living together)	632	61.7
Single Parent Family (The other parent is not living with the family)	80	7.8
Single Annulled Parent Family (Parents are married but legally dissolved)	29	2.8
Never Married Single Parent Family (Parents are unmarried & not living together)	28	2.7
Blended Family (Either parent brings with them their children from a previous marriage)	42	4.1
Gay & Lesbian Parent Family (Either father or mother is a homosexual)	1	0.1
Adoptive Parent Family (Parent whose child under study is adopted)	6	0.6
Grandparent Reared Family (Grandparents are the one rearing the grandchildren)	71	6.9
Cross-Generational Family (Also called Multiple generations or extended family - grandparents, great-grandparents, aunts, uncles & cousins living with the family)	75	7.3
<b>Total</b>	<b>1025</b>	<b>100</b>
<b>Highest Educational Attainment</b>		
Doctorate Degree	20	2.0
MA with Doctorate Units	32	3.1
Master's Degree	158	15.4
Bachelor's Degree with MA Units	74	7.2
Bachelor's Degree	222	21.7
Vocational Course	121	11.8
High School Graduate	331	32.3
High School Level	45	4.4
Elementary Graduate	20	2.0
Elementary Level	1	0.1
No Schooling	1	0.1
<b>TOTAL</b>	<b>1025</b>	<b>100</b>

**On Age.** As revealed in the table the highest number of respondents (527 or 51.4%) falls within the age bracket of 31-40. This means that most of the respondents are at their middle age. Hence, they are in their prolific age. However, of the total parent respondents, 256 or 24.9% belong within the age bracket of 41-50 while 30 or 2.9% of the parent - respondents belong to the bracket 61 years and above which indicates that some of the children considered in the study maybe grandparent reared.

**On Sex.** It can be seen in Table 1 that this research is predominantly dominated by females (738 or 72.0%) than males (287 or 28%). The findings substantiate the general observation that mothers are more involve and concern on the activities of their children in school. This is because mothers are known to be caring, loving, patient, understanding and more sensitive to the needs of their children. They are more hands-on with regards to children's need compared to fathers.

**On Relation to the Child.** As shown in the table, out of 1025, 584 (57.0%) of the respondents are mother, 303 (29.6%) of them are father, 98 (9.6%) are grandparents and 36 (3.4%) of the pupil considered in the study are under the care of their aunts/uncle. However, 4 (0.4%) of the respondents are nannies of the kids.

**On Parent's Occupation.**

**On Father's Occupation.** Table 1 further shows that most of the fathers in this study are Non-professionals (540 or 52.68%) which implies that most of the fathers are engaged in an occupation that does not require advanced education or training. Looking into the detailed information, most of them are fishermen.

**On Mother's Occupation.** Based on Table 1, great number of mothers are non-professionals too (660 or 64.39%) and 353 (34.44%) of them are Professionals. On the other hand, 12 (1.2%) out of 1025 respondents claimed that children considered in this study no longer have mother.

**On Joint Monthly Income.** It is manifested in Table 1 that a great number of the parents have joint monthly income of Php 5, 000 and below (413 or 40.3%) followed by a range of Php 5,001 – 10,000 (160 or 15.6%). This means that most of the families under study belong to the bottom income stratum. This supports the fact that majority of the parents are fishermen and housewives who are non-professionals. Nevertheless, 121 or 11.8 % of them have a joint monthly income of Php 40,000 and above which may be classified in the middle income class.

**On Other Source of Financial Support.** Further in Table 1, it can be grasped that most of the parent-respondents, 730 out of 1025 parents or 71.2%, do not depend on other relatives aside from their own. Nevertheless, 265 or 25.9% still ask financial support from their parents, 19 or 1.9% of them receives sustenance from grandparents while 11 or 1.1% from aunts. This implies that female relatives like aunts are more financially generous to their relatives compared to others.

**On Place of Residence.** Table 1 shows that majority of the parent – respondents and pupils involved in this study are living in rural areas (807 or 78.7%) while there are 218 (21.3%) living in the urban area.

**On Type of Family.** It can be drawn from the table that great number of families in this study is living together as nuclear family. Evidence of which is the 632 (61.7%) number of nuclear families out of 1025 respondents considered. 80 or 7.8% of them are single – parent family which means the other parent is not living with the family. Furthermore, 75 or 7.3% belongs to cross-generational family where there are multiple generations inside the house meaning grandparents, great grandparents, aunts, uncles & cousins are living together in the same house.

**On Highest Educational Attainment.** Moreover, it is revealed in the table that the parent-respondents are dominated by high school graduate parents (331 or 32.3%). This supports the data about parents' occupation in which most of the parents are non-professionals. Nonetheless, 222 or 21.7% of them are bachelor's degree holder and 158 (15.4%) are pursuing their post graduate studies while there is one or 0.1% who did not attend school at all and there is one or 0.1% who did not finish his/her elementary education.

#### **Attitude of Parents Towards School**

Table 2 shows the level of attitude of parents towards school as assessed by the parent-respondents.

**Table 2. Item Mean Rating on the Level of Attitude of Parents Towards School**

Attitude of Parents/Guardians toward School		
	$\bar{X}$	DR
1. The school is providing worthy and impressive experience to my child.	4.74	SA
2. The teachers care about my son/daughter.	4.65	SA
3. The main purpose of education is to help my son/daughter learn the basic foundation along different core subjects.	4.78	SA
4. I appreciate the school encouraging me to look after my son's/daughter's development in school.	4.02	MA
5. I can see the importance of spending more time in monitoring my son's/daughter's school progress.	4.55	SA
6. I could discuss personal problems with most of my son's/daughter's teachers.	3.67	MA
7. I enjoy participating in most school activities and programs.	4.29	SA
8. The teachers enjoy being with their pupils.	3.87	MA
9. The teachers have good influence to my son/daughter.	4.41	SA
10. The school gives emphasis to my son's/daughter's holistic development.	4.47	SA
11. I know that my son's/daughter's school is safe and secured.	4.24	SA
12. I appreciate the teachers who encourage my son/daughter to aim for high grades.	4.45	SA
13. My son's/daughter's school holds a good reputation.	4.17	MA
14. I am supportive to the programs and plans of the school.	4.09	MA
15. I feel secured of my son/daughter even if I will pick him/her up late.	3.86	MA
16. I am pleased knowing that I can communicate with my son's/daughter's teacher even after class hours.	3.74	MA
17. I have faith that the teachers and staff have good impact to my son/daughter.	3.79	MA
18. With his/her school environment, my son/daughter will grow as a God-fearing individual.	4.36	SA
19. Through his/her basic foundation in his/her school, he/she will have a good academic standing in the higher level of education.	4.59	SA
20. I am satisfied with the service of the school canteen.	3.61	MA
21. I am glad that the school is ready of medical services.	4.09	MA
22. My child's class time and dismissal time is timing and desirable to my schedule.	3.72	MA
23. My son's/daughter's school community provides me new friends and confidants.	3.66	MA
24. I feel stressed with the various school activities in school.	2.49	MA
25. My son's/daughter's teacher plays favoritism.	2.66	U
26. With the several school donations, I feel upset with my son's/daughter's school.	2.93	U
27. The teachers give too much homework to my son/daughter.	2.96	U
28. Getting a good education is not important to my son/daughter.	4.06	MD
29. I feel unwelcome and uncomfortable in my child's school.	3.48	MD
30. I am not in favor that my son's/daughter's school is strict in disciplining the pupils.	2.79	U
31. I am afraid that my son/daughter will be bullied in his/her school.	2.71	U
32. I am dissatisfied with the parking area provided by the school.	3.03	U
33. I don't feel comfortable with my co-parents in school.	3.66	MD
<b>Overall</b>	<b>3.84</b>	<b>F</b>

**Legend:**

Range	DR for Positive Items	DR for Negative Items	Overall DR
4.21-5.00	Strongly Agree (SA)	Strongly Disagree (SD)	Strongly Favorable (SF)
3.21-4.20	Mildly Agree (MA)	Mildly Disagree (MD)	Favorable (F)
2.61-3.20	Undecided (U)	Undecided (U)	Neutral (N)
1.81-2.60	Mildly Disagree (MD)	Mildly Agree (MA)	Unfavorable (U)
1.00-1.80	Strongly Disagree (SD)	Strongly Agree (SA)	Strongly Unfavorable (SU)

**As A Whole.** It is revealed in Table 2 that an overall mean rating of 3.84 was achieved which is described as "Favorable". This suggests that parents from both public and private schools exhibit optimistic trusts, outlook, feelings, assessments and dispositions with regards to the schooling of their children. .

However, the level of attitude towards school of parents in public school is described as "Favorable" ( $\bar{x}$ =3.84). "Favorable" level of attitude is also achieved from the parents in private school who got an overall mean of 4.15. Comparing the two, it is noticeable that there is a higher overall mean for private school which means parents from private schools have higher positive outlook towards school.

Specifically, among the 33 items about attitude of parents towards school, Item 3 "The main purpose of education is to help my son/daughter learn the basic foundation along different core subjects" and Item 2 "The teachers care about my son/daughter" got the highest mean rating of 4.77 and 4.64 respectively described as "Strongly Agree". This infers that parents

believe on the importance of having good education and likewise certain that in order to fully achieve this teachers must have full concern to the children.

Nevertheless, it appears further in the table that in Item 24 “*I feel stressed with the various school activities in school*” and Item 25 “*My son’s/daughter’s teacher plays favouritism*”, parents are “Undecided” of their views and sentiments regarding various activities in school and fairness of the teachers in the classroom. This is evident of the low men rating of 2.71 and 2.89 respectively.

Table 3 shows the extent of parental involvement as assessed by parents/guardians in terms of commitment to parental support.

**Table 3. Item Mean Rating on Extent of Parental Involvement as Assessed by Parents Along Commitment to Parental Support**

Extent of Parental Involvement	Public Schools	
	$\bar{X}$	DR
<b>A. Commitment to Parental Support</b>		
1. I praise my son/daughter for having good grades.	4.48	A
2. I give positive commendation to my son/daughter for helping in the household chores.	4.21	A
3. I admire my son/daughter for having made a beautiful project.	4.24	A
4. I applaud my son/daughter for doing his/her homework.	4.29	A
5. I inspire my son/daughter to do his/her best in his/her studies.	4.33	A
6. I motivate my son/daughter to participate in class discussions.	3.81	O
7. I stimulate my son/daughter to show his/her talents and develop his/her abilities.	3.96	O
8. I convince my son/daughter to join and partake in school activities.	4.04	O
9. I persuade my son/daughter to explore his/her interests.	3.94	O
10. I show interest in my son’s/daughter’s hobbies.	4.39	A
11. I ask my son/daughter how he/she did in school.	4.02	O
12. I talk to my son/daughter if he/she understands his/her lessons for the day.	4.01	O
13. I comfort my son/daughter when he/she is lonely.	4.09	O
14. I exhibit the value of “I am here when you need me” attitude to my son/daughter.	4.30	A
15. I give attention to my son/daughter when in need of someone to talk to.	4.11	O
16. I understand that my son/daughter need some time to be alone.	3.39	O
17. I recognize how my son/daughter feels especially when he/she is sad.	3.90	O
18. I realize that my son/daughter can make decisions on his/her own without telling him/her what to do.	3.49	O
19. I apprehend that my son/daughter needs to be heard on family concerns, too.	3.61	O
20. I support my son/daughter every time he/she got a competition to participate to.	4.05	O
21. I treat my son/daughter whenever he/she got an achievement from school.	3.28	O
22. I let my son’s/daughter’s nanny to drop and pick him/her up in school.	3.44	R
23. I let my son’s/daughter’s nanny to prepare his/her school needs.	3.65	R
24. My son’s/daughter’s nanny takes the privilege to decide in my absence.	3.65	R
25. I find time to hang out with my son/daughter during holidays & weekends.	3.96	O
<b>Overall</b>	<b>3.95</b>	<b>H</b>

**Legend:**

Range	DR for Positive Items	DR for Negative Items	Overall DR
4.21-5.00	Always (A)	Never (N)	Very High (VH)
3.21-4.20	Often (O)	Rarely (R)	High (H)
2.61-3.20	Sometimes (S)	Sometimes (S)	Moderate (M)
1.81-2.60	Rarely (R)	Often (O)	Low (L)
1.00-1.80	Never (N)	Always (A)	Very Low (VL)

Table 3 reveals a “high” ( $\bar{x}=3.95$ ) degree of parental involvement along commitment to parental support of the parents in public schools. In detail, Item 1 “*I praise my son/daughter for having good grades*” got the highest mean rating ( $\bar{x}=4.48$ ) and described as “Always”. This implies that parent-respondents from public schools are joyful for every achievement of their children. Praising them verbally for their good performance is their simplest way to acknowledge the children’s effort. Admiring children or expressing a favorable judgment for their good grades, good works, and remarkable achievements is the simplest and cheapest form of praising. This supports the idea again that parents find education as a very significant factor to one’s life. Morin (2014), on her published reading about the power of praise, mentioned that praise can have a powerful effect on children. Acknowledging their efforts and achievements can boost their self-confidence and help motivate to keep trying hard and looking for effective strategies to overcome their challenges. (<https://www.understood.org/en/friends-feelings/empowering-your-child/celebrating-successes/ways-praise-can-empower-kids-learning-issues>) However, Jain (2014) said parents must be careful in giving praises. “Praise often motivates children to receive more praise. And when praise labels a child (e.g., “I am smart”), it’s easy to focus

on *looking good* instead of *learning*.” She further mentioned three research-based strategies in praising kids: (1) Praise the process, not the person; (2) Keep it real: don’t say, “Good Job!” when it is not – be sincere; (3) Stop praising altogether instead observe and comment. ([http://www.huffingtonpost.com/renee-jain/praising-kids\\_b\\_5272483.html](http://www.huffingtonpost.com/renee-jain/praising-kids_b_5272483.html))

**On Public Schools.** As perceived by the parent-respondents from the public schools, they claimed a “Very High” ( $\bar{x}=4.36$ ) parental involvement along commitment to parental support. Specifically, Item 6 “*I motivate my son/daughter to participate in class discussions*” is described as “Always” done by the parent-respondents. This is followed by Item 5 “*I inspire my son/daughter to do his/her best in his/her studies*” and Item 14 “*I exhibit the value of ‘I am here when you need me’ attitude to my son/daughter*” with a similar mean rating of 4.63 described as “Always”. This means that parents from private schools displays all out support to the education of their children. They involve themselves to their children’s education by motivating them, inspiring them and assuring them that somebody is at their back at times they need some support.

Nevertheless, Item 22 “*I let my son’s/daughter’s nanny to drop and pick him/her up in school*” and Item 23 “*I let my son’s/daughter’s nanny to prepare his/her school needs*” got the lowest mean rating of 3.54 and 3.81 respectively both described as “Rarely”. Though most of these parents are in the mid-level of economic status who can afford to hire nanny for their children, it is surprising to note that these items got the lowest mean rating and rarely done by the parents. This implies that parents seldom asked nannies or other people to drop or pick their children from school; they are still hands on as much as possible. In the discussion with the parents, it appears that most of the children under study do not have nanny with them.

### On Parental Activity and Participation

Table 4 shows the extent of parental involvement as assessed by parents/guardians in terms of parental activity and participation.

**Table 4. Item Mean Rating on Extent of Parental Involvement as Assessed by Parents Along Parental Activity and Participation**

Parental Activity and Participation	Public School	
	X̄	DR
1. I attend to school activities of my son/daughter like:		
a. Nutrition Month	3.44	O
b. Buwan ng Wika	3.42	O
c. MTAP Saturday Mathematics Program	3.17	S
d. Science Festival	2.75	S
e. YES-O Festival	2.63	S
f. Math Festival	2.65	S
g. AP Festival	2.31	R
h. Technolympics	2.28	R
i. BSP/GSP	3.40	O
j. UN Celebration	2.82	S
k. School Retreat/Recollection	2.70	S
l. School Tour	2.29	R
m. Gender and Development Program	2.25	R
Overall	2.78	S
2. I join programs and plans of the school like:		
a. Parents' Orientation	3.78	O
b. Quarterly PTA Assembly/Meeting	4.16	O
c. Card Day	4.18	O
d. Christmas Gift Giving	2.95	S
e. Adopt a Community/school program	2.40	R
f. Feeding Program	2.48	R
g. Fund Raising Activity	2.68	S
h. Teachers' Day	3.06	S
i. Children's' Day	3.22	O
j. Family Day	3.51	O
k. Foundation Anniversary	2.59	S
l. Fund Raising Activity	2.72	S
m. PTA Project	3.74	O
n. National Safe Kids Week	2.49	R
o. Mission for typhoon/flood victims	2.47	R
p. School Report Card (twice a year – October & March)	3.29	O
q. Quarterly Earthquake & Fire Drill	3.01	S
Overall	3.10	S
3. I consult with my son's/daughter's adviser regarding his/her progress in school.	4.45	A
4. I coordinate with my son's/daughter's adviser whenever he/she cannot attend his/her class(es).	4.45	A
5. I look after my son/daughter when he/she is sick.	4.43	A
6. I help my son/daughter prepare his/her things before he/she goes to school.	4.10	O
7. I guide my son/daughter with his/her homework and projects.	3.80	O
8. I assist my son/daughter in lessons he/she is hard up with.	3.93	O
9. I remind my son/daughter to read his/her notes and books.	4.34	A
10. I accompany my son/daughter in buying things that he/she needs.	3.94	O
11. I provide the daily allowance of my son/daughter.	4.05	O
12. I make sure that the finances my son/daughter needs are available for his/her projects, researches, and school events.	3.86	O
13. I teach my son/daughter what is right from wrong.	4.07	O
14. I ask my son/daughter who his/her friends are.	3.56	O
15. I ask my son/daughter about his/her activities with his/her friends.	3.63	O
16. I entertain my son's/daughter's friends at home.	3.88	O
17. I encourage my son/daughter to cooperate, basically, by assigning household chores to every member of the family.	4.26	A
18. I allocate time for the family to bond (going to church, a walk at the park).	4.21	A

19. I discuss with my son/daughter about his/her goals and ambitions in life.	3.99	O
20. I let my son's/daughter's nanny attends to school activities in my behalf.	3.19	S
21. I cooperate with the schools' Parents Teachers Association by abiding its Constitution and By-Laws.	3.50	O
22. I faithfully give donations to my son's/daughter's school to manifest my cooperation and support.	3.60	O
Overall	3.96	O
<b>Grand Mean</b>	<b>3.28</b>	<b>H</b>

It can be seen on the table that there is a "High" ( $\bar{x}=3.28$ ) degree of parental involvement of parents in public schools along parental activity and participation. Among the twenty-two items along parental activity and participation, it appears that Item 3 "*I consult with my son's/daughter's adviser regarding his/her progress in school*" and Item 4 "*I coordinate with my son's/daughter's adviser whenever he/she cannot attend his/her class(es)*" got the highest mean rating of 4.45 and claimed to be "Always" observed by parents in public schools. This means that the parents maintain good and productive communication with the teachers of their children regarding their progress and attendance in school. However, Item 1 "*I attend to school activities of my son/daughter*" got the lowest mean rating of 2.78 which means that parents from public schools are not that particular in attending school activities. This may be due to their works or occupations or other responsibilities in the family. In an interview with the parents from the public schools, it was mentioned that aside from the family responsibility, financial constraints hinders them in attending school activities.

Looking closely on the table, it can be seen that they just "Sometimes" attend school activities ( $x=2.78$ ) and "Sometimes" join programs and plans of the school ( $x=3.10$ ). Specifically, Nutrition Month Celebration ( $x=3.44$ ) and Buwan ng Wika Celebration ( $x=3.42$ ) appears to be the school activities most attended by parents in public schools while Gender and Development Program is the least attended. Along programs and plans of the school, it appears that they "Often" attend Card Day ( $x=4.18$ ) and Quarterly PTA Assembly/Meeting ( $x=4.16$ ) while Adopt a School Community/School Program is "Rarely" attended by them.

Table 5 presents learners' academic performance particularly their 3<sup>rd</sup> quarter grade for school year 2023-2024.

**Table 5a. Level of Learners' Academic Performance during the 3<sup>rd</sup> Quarter of SY 2023-2024**

Type of School	3 <sup>rd</sup> Quarter Gen. Average	DR
Public	82.00	S
Private	86.72	VS
<b>As a Whole</b>	<b>84.36</b>	<b>S</b>

Legend/Reference: Table 10 "Descriptors, Grading Scale, and Remarks" of DepEd Order No. 8, s. 2015 dated April 1, 2015 entitled "Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program"

**Average Descriptive Rating**

90-100	Outstanding (O)
85-89	Very Satisfactory (VS)
80-84	Satisfactory (S)
75-79	Fairly Satisfactory (FS)
Below 75	Did not Meet Expectation

**On Learners' Academic Performance.** Table 5a displays the over-all academic performance of the pupils considered in this study which are under "Satisfactory" performance with a general average of 84.36. Looking further on the table, it can be observed that private elementary pupils have higher academic performance during the 3<sup>rd</sup> quarter of school year 2023-2024 with a general average of 86.72 described as "Very Satisfactory" compared to the "Satisfactory" performance of elementary pupils in the public school with a general average of 82.00.

In addition, Table 5b presents the detailed academic performance of the children by grading scale.

**Table 5b. Learners' Academic Performance By Grading Scale**

Grading Scale	f	%	Descriptor
90- 100	195	19.0	Outstanding (O)
85 – 89	301	29.4	Very Satisfactory (VS)
80 – 84	386	37.7	Satisfactory (S)
75 – 79	143	14.0	Fairly Satisfactory (FS)
Below 75	0	0	Did not Meet Expectation (DME)

**On Pupils Academic Performance by Grading Scale.** Table 5b displays the academic performance of the pupils by grading scale. It is good to note that a great number (386 or 37.7%) of the learners has a "Satisfactory" performance during the 3<sup>rd</sup> quarter as evident of their second quarter average belonging to the bracket 80 – 84. This is followed by a "Very Satisfactory" performance along the grade range of 85 – 89 in which 301 or 29.4% out of 1025 have this average grade. It is good to note too that out of 1025 respondents, 195 or 19.0% of them are honor learners who have an average of 90 – 100 while there are only few (143 or 14%) who have a "Fairly Satisfactory" performance with an average of 75 – 79. This denotes that most of the pupils considered in this study are fairly doing well in school.

Table 6 shows the correlation coefficient between the parental involvement measured along commitment to parental support and parental activity and participation and the parent-related factors considered in this study.

**Table 6. Correlation Coefficient between Parent-Related Factors and their Parental Involvement**

Components	CPS	PAP	As a whole
Age	.175**	.142**	.066*
Sex	.011	.051	.019
Relation to the Child	.032	.038	.043
Father's occupation	-.138**	-.159**	-.131**
Mother's occupation	.050	.028	.015
Joint Monthly Income	.249**	.222**	.183**
Source of Living Support	.103**	.080*	.108**
Place of Residence	-.153**	-.072*	-.088**
Type of Family	-.103**	-.071*	-.056
Highest Educational Attainment	.260**	.290**	.279**

\*\* . Correlation is significant at the 0.01 level.

\* . Correlation is significant at the 0.05 level.

**Legend:** CPS – Commitment to Parental Support  
PAP – Parental Activity and Participation

Table 6 reveals that as a whole, there is a significant relationship at .05 level of significance between parental involvement in school and parents' age ( $r=.066$ ), highest educational attainment ( $r=.279$ ), joint monthly income ( $r=.183$ ) and other source of financial support ( $r=.108$ ). This implies that as the parent gets older with higher financial capacity and higher educational attainment the higher also is his parental involvement in school. This is because some of them are already retirees and are already stable financially hence they can allot most of their time in attending school activities and attend to the needs of the children. Families belonging to the upper economic status seem to be more cooperative and involve in school. Likewise, parent-respondents are in their nurture role, greater number of parents still opt to assume responsibility and take control of their own family needs beside the fact that the family is hard up in meeting both ends meet. Most of them are independent and living in their own standing at their own feet.

**On Commitment to Parental Support.** It can be seen in the table that parents' commitment to parental support is significantly related to age ( $r=.175$ ), joint monthly income ( $r=.249$ ), other source of financial support ( $r=.103$ ) and highest educational attainment ( $r=.260$ ). This implies that as these parent related factors increases, there is also a higher degree of commitment to parental support. As parent grows older, they become more dynamic in encouraging and motivating their children, as the parent gets older the higher is his commitment in supporting his children. Parents who are 40 and above are already mature and stable in their job so they can provide ample time to their children unlike younger parents who are more caught up with themselves and their own goals. This is supported by a reading of New York Times authored by Yarrow (1987) which says while younger fathers and mothers are thinking about promotions, mortgages and their own identities, older parents are having more time spent with their children who are more likely to take center stage because they are already established in their job.

**On Parental Activity and Participation.** It can be seen further on the table that age ( $r=.142$ ), joint monthly income ( $r=.222$ ), other source of financial support ( $r=.080$ ) and highest educational attainment ( $r=.290$ ) are significantly related to the parental involvement along parental activity and participation. This means that as these parent-related factors increases, the attendance of parents to school activities and programs also rises. Likewise, the higher the family income, the higher is the involvement of the parents in school activities. In most of the group discussion, the parents admitted that their support to the school and involvement in school is due to their financial limitations. Other source of financial support and highest educational attainment, which also denotes financial matters, similarly follows. Higher earnings and financial capability are great factors in order for the parents to be involving more in school and to support the school needs of their children. It cannot be denied that school activities requires monetary budget because of costumes of children during school programs, fare and food allowances during review and practice for contested activities.

Table 7 shows the relationship between the parental involvement along commitment to parental support and parental activity and participation with the academic performance of the pupils in the 3rd quarter of school year 2023-2024.

**Table 7. Correlation Coefficient between the Parental Involvement and Learners' Academic Performance**

Components	CPS	PAP	As a whole
Pupils' Academic Performance	.116**	.119**	.181**

\*\* . Correlation is significant at the 0.01 level

\* . Correlation is significant at the 0.05 level

**Legend:** CPS – Commitment to Parental Support  
PAP – Parental Activity and Participation

It can be observed from the table that as a whole parental involvement affects significantly the academic performance of the pupils ( $r=.181$ ). This means that the participation, contribution and support of parents to their children in all activities at home and in school affects the performance of the children in school.

The parental support needed during the primary school years is characterized by greater direct support to their child's education including assistance with their homework and volunteering in classrooms and with school functions. Many parents feel

they are able to assist their child with school-related work during the primary years. However, some parents—especially those with lower education levels themselves—may need help understanding the importance of their support and learning how to assist their children.

Table 8 presents the correlation coefficient between parental involvement in public and private schools along commitment to parental support.

**Table 8. Summary of ANOVA on the Parental Involvement Between and Among the Schools**

Components	F-ratio	F-prob	Decision
commitment to parental support	31.241**	.000	Reject Ho
parental activity and participation	25.772**	.000	Reject Ho
As a whole	23.924**	.000	Reject Ho

\*\* . Correlation is significant at the 0.01 level.

\* . Correlation is significant at the 0.05 level.

It could be seen in the table that there are significant difference between the parental involvement of parent-respondents along commitment to parental support and along parental activity and participation between and among the schools.

This implies that though they have one common and ultimate goal to support and give the needs of their children, some of the parents are more active, more involve and participative in school activities, programs and plans. Some of them tend to offer more time in encouraging and motivating their children and are offering assistance and guidance while some are not. However, some children are trained at an early development to be more independent and self-reliant in basic areas of living which prepares children for the demands of adulthood. Nevertheless, supervision, direction and assistance from parents are still needed to guide them in the right path of life.

### Recommendations

1. Since majority of the respondents have a low family income which had seen important factor to be involved with their kids in school and at home, parents should pursue higher educational attainment in order to land a better job. They can grab the free training of the government giving afterwards TESDA certificates. If not possible, moonlighting or holding a second regular job, in addition to their main job, can also help them get the extra cash they need.

2. Though there is a favorable attitude of parents towards school, it is much better if it will be a strongly favorable in order to have a stronger force and dynamism to make every child successful. Teachers and school administrators must show remarkable positive approach to parents in order to eliminate fears, reservations and uncertainties that hinder them to visit the school. Parents must feel they are welcomed in school and their opinions, ideas and outlook must be heard. School personnel must demonstrate upright attitude and manifest as role models in the school community. Problems and issues observed in the school premises must be addressed promptly through conferences, dialogues and meetings to avoid long term conflicts among parents.

3. Though there is a high level of parental involvement along commitment to parental support and parental activity and participation, parents must still be encouraged to pursue and even make it higher for the benefit of the school children. Teachers and the school in general must create a school climate and structures that support family involvement. This may include establishing regular, meaningful communication between home and school, promote and enhance parenting skills or conduct annually a parenting seminar, encourage active parent participation in pupils' academic life, welcome parents as volunteer partners and invite them as full partners in making decisions that may affect children's growth and development.

4. To improve the satisfactory performance of the pupils, the school must have a clear vision, mission and objectives. These must cascade to the teaching-learning processes that may enhance the acquisition of knowledge, skills and values of the pupils. Without a clear vision, one will be at lost. Focusing on the target will make it easier to hit the mark combined with support, belief and prayer to the children.

5. Since financial matters are significantly related to the parental involvement of parents, the school might consider a financial literacy seminar to parents. This aims to economically look into some ways and means to finance other needs of the family. This financial literacy aims to educate parents on how to overcome financial problems and difficulties. They will be able to determine financial priorities and identify some small steps to overcome and address the problem.

6. To increase the parental involvement of parents that affects the academic performance of the children, the school must have a clear policy and guidelines to follow. The PTA must be strengthened and reinforced. Activities of the association must be intensified that may geared towards the betterment of the children in general. This must be known by the parents by informing them through conducting an Orientation Program before the start of school year. Teachers must keep with them updated contact numbers of parents for the announcements, reports and commendations. Good and proper communication between the parents and the teachers must be maintained.

7. One of the public schools appears to have a very different level of parental involvement compared to other schools, hence, it would be a good action or move if the result of this study would be shared to them particularly to the administrator. With all humility and modesty, the result of this study will be presented and explained. Subsequently, proposals will follow like promoting a family friendly school, providing training to broaden knowledge and awareness of the diversity of the school, communicate effectively by informing school expectations and getting parents' expectations and the school may survey parents to determine their needs and how they want to be involved.

8. Parental involvement not only focuses on parents' involvement on school activities and programs but also the responsibility of parents to the children at home. Since it appears that occupation and financial constraints are some problems encountered by parents to perform well their responsibilities, I believe parents must be informed and educated about parenting. Sponsoring or conducting a community family event might be of help, and use part of the time to hold a meeting to share information with families and discuss important issues. They must also be informed and taught how to carry over the learning at home. Perhaps, the school could also be an avenue to provide job or occupation to non-working parents by using its linkages.

9. Parent, though busy with their work to support family needs, must see to it that they are well informed about the need to spend quality time with their kids and to perform their duties and responsibilities consequently.
10. Interested and concerned future researchers may replicate this study and explore other possible factors or variables that can possibly affect to the academic performance of the pupils.

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